

PREPUBLICATION COPY

GRADE

2

ReadyGEN   

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Volume 2 (Units 4–6)
These are in final form and will be used for the remainder of the year and into the future.
- Reader’s and Writer’s Journal, Units 1–6
While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6
This is the complete Teacher’s Guide of all six units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6
This will be replaced in June with the final version.

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- Start of Year Student Materials can be replaced by various components. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Units 2 and 3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The ReadyGEN Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.



This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld

What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 4

Facing Challenges and Change



MODULE A	Common Core Lesson Launch	1–9
	Lessons 1–13	10–139
	Performance-Based Assessment (Narrative)	140–147

TEXT SET



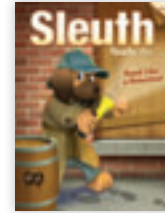
ANCHOR TEXT

The Earth Dragon Awakes
Literary Text



SUPPORTING TEXT

Seek the Sun
Literary Text



SLEUTH

“A Real-Life Action Hero”
“The Blank Book”

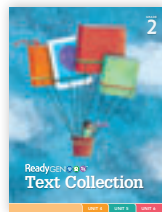
MODULE B	Common Core Lesson Launch	148–157
	Lessons 1–12	158–277
	Performance-Based Assessment (Informative)	278–285

TEXT SET



ANCHOR TEXT

Planet Earth
Informational Text



SUPPORTING TEXT

Danger! Earthquakes
Literary Text



SLEUTH

“Curtis the Cowboy Cook”

UNIT 4	Common Core Teacher Resources
End-of-Unit Assessment	TR2–TR27
Routines	TR28–TR75
Graphic Organizers	TR77–TR91
Text Complexity Rubrics	TR92–TR95
Leveled Text Instructional Plans	TR99–TR108

Assessment

ReadyGEN provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

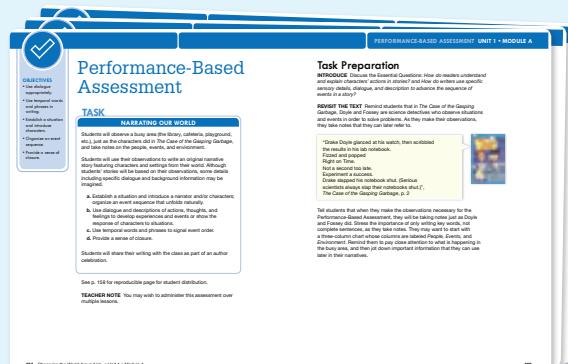
Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

UNIT 4 • MODULE A Scenes to Reveal Point of View

TASK: Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

UNIT 4 • MODULE B In the News

TASK: Planet Earth is in a constant state of change. Children will use information they have learned from *Planet Earth* and *Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section that addresses how communities face change together.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Challenges

Enduring Understandings

- **Readers** understand that characters face challenges in stories.
- **Writers** understand that a character's actions, thoughts, and feelings are revealed through details.
- **Learners** will explore content to understand that facing challenges leads to change.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do characters respond to events and challenges?

How do **writers** show change through temporal words and details to describe actions, thoughts and feelings?

MODULE GOALS

Readers will recount and describe character challenges in narrative stories.

Writers will create narrative texts, which include events and challenges and include characters' response to those challenges.

EXPLORE CONTENT **Learners** will explore content to understand challenges in communities.

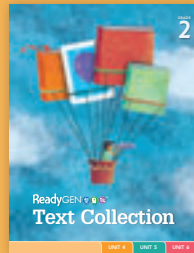
Text Set

ANCHOR TEXT



The Earth Dragon Awakes
Lexile 510L
Literary Text

SUPPORTING TEXT



Seek the Sun
Lexile 740L
Literary Text

SLEUTH



"A Real-Life Action Hero"
"The Blank Book"



PERFORMANCE-BASED WRITING ASSESSMENT

SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

TARGET STANDARD



Common Core Learning Standard W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

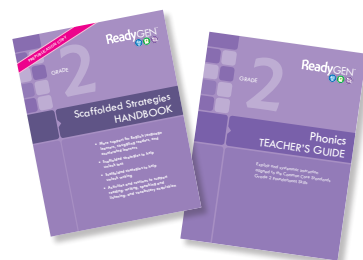
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



ANCHOR TEXT *The Earth Dragon Awakes*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
dialect	dialogue, lecture	language, region	<i>Communication</i>
tenement	tenant, tenure	apartment, building, house	<i>Setting</i>
twitches	twitchy	jerks, shudders	<i>Actions or Movement</i>
plunges	plunger	dive, fall	<i>Actions or Movement</i>
dazed	dazzle	stunned	<i>Emotions</i>
scatters		distributes	<i>Actions or Movement</i>
cobblestones		road, path	<i>Setting</i>
missiles		projectiles	<i>Big Ideas</i>
surges	upsurge, insurgent	streams, pushes	<i>Actions or Movement</i>
trample	trampoline	trod, stomp, crush	<i>Big Ideas</i>
revenge	vengeance, vendetta		<i>Emotions</i>
parched	parchment	thirsty, dry	<i>Character</i>
insurance	insure	money, payment, protection	<i>Plot</i>
ruins	ruinous	remains, broken, buildings	<i>Setting</i>
confidence	confidential, confident, confidant	conviction	<i>Big Ideas</i>
courage	courageous	bravery, strength	<i>Big Ideas</i>
Chinatown			<i>Setting</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *Seek the Sun*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

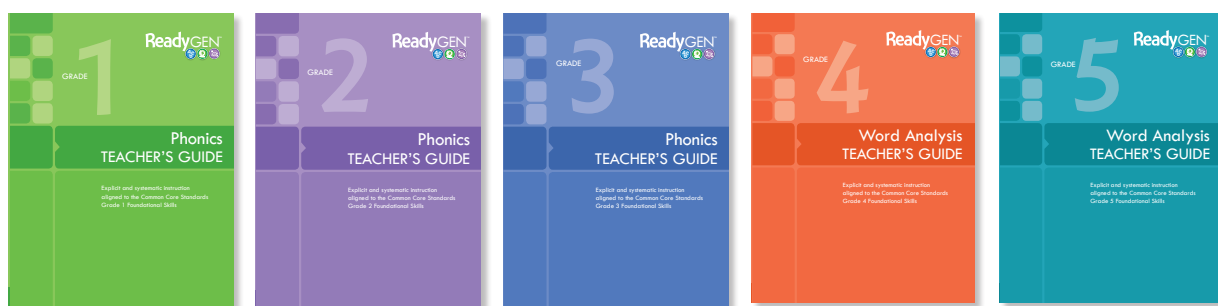
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
tatami		mat, home	<i>Plot</i>
tofu			<i>Plot</i>
tended	attend, tender	cared for, nurtured	<i>Actions or Movement</i>
lovingly	love, beloved, lovely		<i>Emotions</i>
precious		beloved, special	<i>Emotions</i>
essential	essentially	important, necessary	<i>Plot</i>
protected	protection, protective	ensured	<i>Big Ideas</i>
inspired	inspiration		<i>Plot</i>

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–19

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Writers understand that a character's actions, thoughts and feelings are revealed through details.

WRITING FOCUS Write a scene between the main characters in which their points of view are revealed.

LESSON 2

Teacher's Guide, pp. 20–29

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write a paragraph about a chosen character and how he or she faced the challenges of the earthquake.

LESSON 6

Teacher's Guide, pp. 60–69

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Recount and write a sequence of events from one of the main characters' lives that is connected to a historical or scientific event using temporal words to sequence events.

LESSON 7

Teacher's Guide, pp. 70–79

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Write a scene from one character's point of view that conveys the central message of the story.

LESSON 11

Teacher's Guide, pp. 110–119

READ Text Collection "The Fool on the Hill," "Mother of the Mountains," and "I Am Boom"

READING FOCUS Writers understand that a character's actions, thoughts and feelings are revealed through details.

WRITING FOCUS Plan and draft an original myth about what causes thunder.

LESSON 12

Teacher's Guide, pp. 120–129

COMPARE

- *The Earth Dragon Awakes*
- *Seek the Sun*

READING FOCUS Writers understand that a character's actions, thoughts and feelings are revealed through details.

WRITING FOCUS Revise the original myth drafted in the previous lesson.

Facing Challenges and Change

LESSON 3

Teacher's Guide, pp. 30–39

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Writers understand that a character's actions, thoughts and feelings are revealed through details.

WRITING FOCUS Rewrite a scene from a character's point of view including the character's thoughts, feelings, and actions.

LESSON 4

Teacher's Guide, pp. 40–49

READ Text Collection *The Earth Dragon Awakes*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write an opinion of their thoughts and feelings about the actions of one of the main characters.

LESSON 5

Teacher's Guide, pp. 50–59

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Create an original scene by adding to an existing scene within the text and using temporal words to sequence events.

LESSON 8

Teacher's Guide, pp. 80–89

READ Text Collection *Seek the Sun*

READING FOCUS Writers understand that a character's actions, thoughts and feelings are revealed through details.

WRITING FOCUS Write a new scene for the story that expresses the builder's or the neighbor's point of view.

LESSON 9

Teacher's Guide, pp. 90–99

READ Text Collection *Seek the Sun*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write how the characters faced a challenge using thoughts, feelings, and actions to reveal character responses.

LESSON 10

Teacher's Guide, pp. 100–109

READ Text Collection *Seek the Sun*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Create a storyboard of the main events of the story making pictures as detailed as possible to show feelings and actions.

LESSON 13

Teacher's Guide, pp. 130–139

COMPARE

- *The Earth Dragon Awakes*
- *Seek the Sun*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Edit the original myth revised in the previous lesson.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 140–147

TASK: SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR48–TR51.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR52–TR55.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that characters face challenges in stories*. As you build your Text Club library, consider using the texts below.

The Name Jar

by Yangsook Choi
Literary Text
Lexile 290L

Afternoon on the Amazon

by Mary Pope Osborne
Literary Text
Lexile 290L

My Name Is Yoon

by Helen Recorvits
Literary Text
Lexile 320L

Shoeshine Girl

by Clyde Robert Bulla
Literary Text
Lexile 330L

Where Are Your Manners?

by Deborah Underwood
Informational Text
Lexile 460L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children, can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that characters face challenges in stories.

CENTER TASKS

- Have children share a challenge that a character faced from an independent reading book with a partner.
- Have children create a visual that clearly shows characters facing a challenge from an independent reading book.
- Have children list books that they have read that include characters facing challenges. Add these lists to a class collection.
- Have children write book reviews that recommend stories in which the characters face and overcome challenges.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that a character's actions, thoughts, and feelings are revealed through details.

CENTER TASKS

- Have children write short narratives that focus on a character's actions, thoughts, and feelings.
- Have children write a myth about the cause of earthquakes in which details reveal the characters' actions.
- Have children write a simple narrative without temporal words, with each sentence on a different strip of paper. Then have them work with partners to order each other's stories and add temporal words.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand a character's actions, thoughts, and feelings are revealed through details

CENTER TASKS

- Have children add words and phrases to the class word wall that relate to or identify the central messages of stories.
- Have children create "Central Message" vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them determine the central message of stories.
- Have children create a T-chart with the headings "Character Actions, Thoughts, and Feelings" and "Central Message." Have them list character actions, thoughts, and feelings in the first column. In the second column, have them list one word that could be the central message associated with the particular action, thought, or feeling.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that facing challenges leads to change.

CENTER TASKS

- Have students research the Chinese or Japanese culture and create a poster displaying challenges they have faced in the United States.
- Have children research two different cultures and create a compare-and-contrast chart on a word processing document.
- Have children research how the Chinese have established Chinatowns in many major cities.

LESSON

1

LESSON 1 OBJECTIVE


Compare and contrast different points of view.




READING OBJECTIVES

Identify genre: historical fiction.



Use text evidence to answer questions during a close reading. 

 See Text Complexity Rubrics on pp. TR92–TR95.

Read Anchor Text

Build Understanding

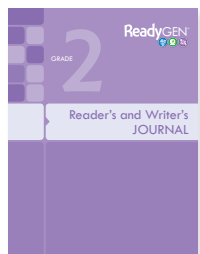
INTRODUCE Review with children that there are different kinds of genres. Explain that *The Earth Dragon Awakes* is a historical fiction novel based on real-life facts but includes characters that are fictional. The facts are based on the 1906 earthquake in San Francisco. Readers learn about this factual event through characters' actions, thoughts, and feelings as they experience the earthquake. Explain that the Enduring Understanding for this lesson is: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

LESSON 1 FIRST READ

Explore the Text

ENGAGE CHILDREN Read the synopsis of *The Earth Dragon Awakes* on the back cover, and then read the first page in the book aloud. Explain that here the author previews a scene. Then point out that chapters in this book begin with information about the time and place. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 1–16 Read the first four chapters aloud. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and identifying main characters and setting. Following the reading, discuss the questions below.

- How are Henry and Chin alike and different?
- What did you learn about San Francisco's Chinatown?
- What questions do you have?

Have children use p. 181 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the text’s genre and the events of the first four chapters. Use the following prompts to lead the discussion.

- **This book is historical fiction. What parts seem based on historical facts?** (Chin goes to Chinese school instead of American school; the difficulty of immigrating to the United States; the importance of Ah Sing’s salary) **Key Ideas and Details**
- **What does the book’s title refer to?** (On p. 14, the author tells about the Earth Dragon. The Chinese characters believe that an earthquake is caused by a dragon under the earth.) **Key Ideas and Details**
- **How does the information in Chapter 1 help readers?** (It previews what is about to happen and sets the story’s scene.) **Why do you think the author wrote a chapter about this information instead of adding it to Chapter 2?** (He wanted to give an overview of what is happening in the city before he focuses readers’ attention on the main characters.) **Craft and Structure**
- **What do we learn about the characters? How are they alike? How are they different?** (The Travis family lives together, while the rest of Ah Sing and Chin’s family is still in China. Both seem like typical boys. They both like to read adventure books and dream of doing something exciting when they grow up.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** On pages 8–9, the author interrupts the story with factual information. **How does the author help readers understand what “plates” are?** (He gives a lot of details that explain plates and how they work.) **He explains that plates “bump and grind.” What other words help you understand this action?** (He says, “sometimes they shove very hard.”)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


SIMILES The author uses similes to help describe. Discuss these similes with children, helping them understand the relationships between the objects being compared. p. 9: *The two plates shove each other like two wrestlers*; p. 12: *Like a long metal snake, it [cable car] wriggles along its track*; p. 12: *Streetlamps glitter like jewels*; p. 12: *American houses perch shoulder to shoulder like pigeons*.

STRATEGIC SUPPORT

ANALOGIES Help children understand the term “penny dreadfuls,” relating it to books that parents today might consider to be similar to the cowboy books Henry and Chin read. Reread p. 7 with children and talk about how the author’s words help readers understand this term.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Identify point of view.  **RL.2.6**

BENCHMARK VOCABULARY

- dialect, p. 12
- tenement, p. 13

Focused Reading Instruction

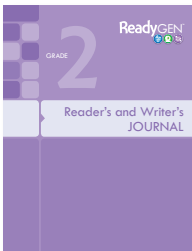
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, pp. 12–13, with the words *dialect* and *tenement*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *dialect*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *tenement*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 182 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Review the genre, historical fiction. Think-aloud about this kind of genre. *The Earth Dragon Awakes* is a fictional story about a real event, the San Francisco earthquake of 1906. The author includes facts about this event. Pages 8 and 9 provide readers with factual background information about what happens underground during an earthquake.

As a whole class, discuss how historical facts add to the story. For example, revisit the scene about immigration on p. 6. Discuss how the scene was based on facts of immigration during the early 1900s.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to reread the sixth paragraph on p. 11 and answer this question: *What do you think about Ah Sing's decision to go back home instead of staying with the Traveses? Do you think that staying overnight in Chinatown helps Chin remember that he is Chinese?* (Possible response: I would have stayed at the Traveses because it was so late at night. I think that Ah Sing can help Chin remember his heritage in different ways.)

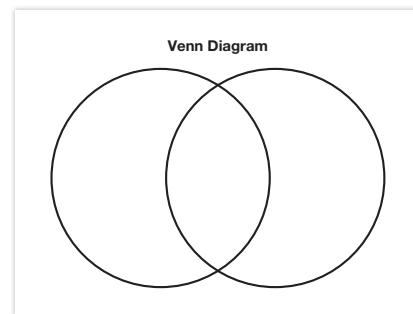


Language Analysis

POINTS OF VIEW Explain that an author gives characters different points of view.

CITE TEXT EVIDENCE Revisit the first four chapters. Focus on how the author reveals points of view through what the characters say and do.

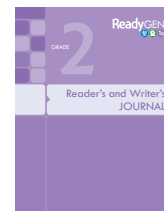
- **What words does the author use to describe the earth?** (p. 8: “The earth is not solid....It is so hot that even rock melts.”) **Why is understanding the author’s point of view important to the story?** (Understanding how an earthquake happens will help readers better understand the story events.)
- **In what ways do the points of view of Mr. and Mrs. Travis differ in Chapter 2? We can list those on either side.** (p. 2: Mr. Travis thinks Ah Sing has shrunk his shirts; Mrs. Travis thinks Mr. Travis needs to diet; p. 5: Mrs. Travis wants to take an umbrella along; Mr. Travis thinks it’s not needed.) **How are their viewpoints similar? Write this similarity in the center.** (p. 7: Both think the cowboy books are dreadful.)



Independent Reading Practice

LANGUAGE ANALYSIS: POINT OF VIEW Have children complete a Venn Diagram, comparing the points of view of two characters in Chapter 4. Remind children to use text evidence.

WRITING IN RESPONSE TO READING Have children turn to p.185 in the *Reader’s and Writer’s Journal* to review this prompt: *What points of view do the boys have about their fathers? Use text evidence to explain.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, have them look for different points of view. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

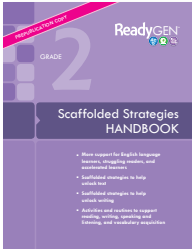
Reading Wrap-Up



SHARE WRITTEN RESPONSES Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Identify points of view.  RL.2.6



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify points of view,

then...use the Language Analysis lesson in small groups to help them understand how characters' thoughts, feelings, and actions help define their points of view.

If...children need extra support to understand the historical fiction text,

then...use the Close Reading Workshop in small group to provide scaffolded support for pp. 8–9.

LANGUAGE ANALYSIS

Reread Chapter 4 with children. Have them notice the characters' different points of views about different things. For example, on p. 13, Chin is anxious to return to their room while Ah Sing is happy to run errands. Have children locate text evidence that helps them understand these different points of view.

CLOSE READING WORKSHOP

READ *The Earth Dragon Awakes* pp. 8–9 Read the text on these pages aloud as children follow along. Talk about the historical details these pages give to readers.

- 1 How are these pages different from the other pages we have read? (The text states facts rather than fictional details.)
- 2 How are these facts important to understanding this historical event? (The facts give readers some background knowledge about how the earth's plates work and how they can cause earthquakes. These facts can help readers better understand what is happening when they read about the earthquake later on in the story.)
- 3 What other historical facts does the author share in this chapter to help readers understand the importance of this story in history? (The author says that it had been thirty-eight years since the last strong earthquake, and that people have forgotten how bad an earthquake can be.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify point of view,
then...extend the Language Analysis lesson by having children work with a partner to discuss how two characters' points of view compare.

LANGUAGE ANALYSIS

Have children revisit the first four chapters in *The Earth Dragon Awakes*. With a partner, have children identify two characters whose points of view can be compared. Guide their partner discussions with these prompts:

- Find two characters to compare their points of view about something. (Possible response: Mr. and Mrs. Travis) Then find text evidence that shows each character's point of view through what they say or how they act. Flag those details.
- Together, make a list of the details that illustrate their points of view. With each detail, ask yourself if the characters' actions or thoughts illustrate their points of view. Make note of this next to the detail. (Possible response: The actions of Mrs. Travis when she pats the belly of Mr. Travis show her point of view that he needs to lose weight; Mr. Travis states his point of view about his belly through his words, stating that it is "as solid as the earth.")
- After you make your list of details, what do you notice about how characters' points of views are revealed? (Possible response: What they say tells a lot about their points of view. Their thoughts tell more about their points of view than their actions.) Have children write a paragraph or two about how characters' points of view are revealed and how they can apply what they have learned to their own writing.

WRITING OBJECTIVES

Understand how points of view are illustrated through a character's thoughts, feelings, and actions.



Identify common and proper nouns.



Writing

Narrative Writing

POINTS OF VIEW

TEACH Review the idea that authors use details in their writing to describe a character's actions, thoughts, and feelings, and that these details help determine a character's point of view as well.

Talk about the importance of understanding point of view when reading a historical fiction text. Explain that many times the factual event that is the basis of the historical fiction story is seen in different ways through different characters' eyes. This allows readers to see the event in a variety of ways. Acknowledge that this also happens in real life—people have different points of view about different events that occur in life.

During reading, readers can attend to the points of view of the different characters by keeping the following questions in mind as they read:

- Who is telling about the event?
- What words are used to express feeling?
- What words express action?
- What words express a character's thoughts?
- How do all of these details relate to the character's point of view?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that express a character's point of view. Revisit p. 3.

"Maybe I could go to the skating carnival with Ah Sing," Henry says **hopefully**.

"I know you're dying to try your new skates," his mother says, "but the carnival's **not for children**."

Henry's use of the word **hopefully** tells that he wants to go to the carnival badly. His mom's point of view tells just the opposite—that the carnival is **not for children**.

Revisit p. 5 and read the dialogue aloud.

“There isn’t a rain cloud in the sky,”
 protests Mr. Travis.

“You never know when an umbrella will
 come in handy,” his wife says calmly.

The author’s word choices show how
 points of view differ. *Protests* and
calmly tell readers the characters
 have opposite views.

Explain to children that when they are writing and revising narrative stories, they can carefully craft their characters’ points of view by using appropriate words to describe what they say, how they think and feel, and what they do. Remind children of the Enduring Understanding: *Writers understand that a character’s actions, thoughts, and feelings are revealed through details.*

CONVENTIONS Common and Proper Nouns

TEACH AND MODEL Remind children that a noun is a person, place, or thing. Common nouns name general things, such as *girl*, *teacher*, and *mountains*. Proper nouns name specific things, such as *Maddie*, *Mr. Hatzu*, and the *Smoky Mountains*.

Common noun: I live in the city.

Proper noun: I live in New York City.

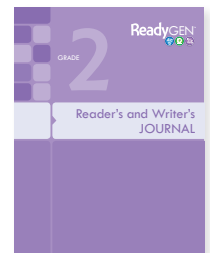
Common noun: The earth’s surface is
 broken into pieces called plates.

Proper nouns: The North American
 Plate is next to the Pacific Plate.

Common nouns begin with lowercase
 letters. Proper nouns begin with
 capital letters.

APPLY Pair children up. Have one child name a common noun. Have their partner name a proper noun that corresponds with that common noun, for example, *baseball team* and *New York Yankees*. Have children take turns and see how many pairs they can name in one minute.


For additional practice in identifying common and proper nouns, have children turn to p. 188 of the *Reader’s and Writer’s Journal*. Remind children to use common and proper nouns correctly in their writing by capitalizing proper nouns but not capitalizing common nouns.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Compare and contrast two characters' points of view.  RL.2.6

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*, and the Enduring Understanding: *Writers understand that character's actions, thoughts, and feelings are revealed through the details.*

Explain that the class will write a scene that tells two characters' points of views. The points of view will be revealed through actions, thoughts, and feelings.

- **Choose an Experience**—Ask children to think of main characters from *The Earth Dragon Awakes* they would like to write about. Then take a class vote to choose two characters to write about. Children will compare these characters' points of view.
- **Choose an Event**—Review Chapters 1–4 (pp. 1–16) with children and decide upon an event that they would like to write about. Again, take a class vote to choose an event, such as “getting ready for the opera.”
- **Brainstorm Thoughts, Feelings, Actions**—Ask children to name the thoughts, feelings, and actions the characters might engage in to reveal their points of view. For example, Ah Sing and Henry likely had differing points of view as they watched the Travises get ready for the opera. What thoughts and feelings might these two characters express? What actions might they engage in? Write these ideas on chart paper.
- **Write a Scene**—Once children have chosen characters, an event, and noted thoughts, feelings, and actions, begin writing a scene. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of thoughts, feelings, and actions; to revisit the appropriate pages in the book; and to think carefully about characters' points of view.

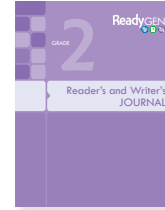
MODEL SCENE *Ah Sing calmly helped Mr. and Mrs. Travis get ready for the opera. When Mrs. Travis frantically called out looking for her shawl, Henry yelled back, “Sorry, I can’t help. I’m doing my homework!” Ah Sing quietly appeared with the shawl draped over his arm. When Mr. Travis panicked because he had lost a button on his shirt, Henry retorted, “Well, just wear another shirt.” Ah Sing sewed a button on in no time. Henry had to giggle over his parents’ frantic ways. Ah Sing, on the other hand, stayed calm and said, “I am happy to help your parents. I am thankful for the work they give me. I am happy to make them happy.”*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing.

WRITING Have children consider the points of views of Henry and Chin and what they think about their parents. Children will flag text evidence that reveals the characters' points of view about their parents. Then, on a separate sheet of paper, children will write a scene between Henry and Chin in which their points of view are revealed. Children will turn to p. 189 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. flag text details that support the characters' points of view about their parents.
2. write a scene between Henry and Chin that reveals their points of view.
3. use thoughts, feelings, and actions to reveal characters' points of view.

Remind children to return to pp. 1–16 of *The Earth Dragon Awakes* to find text evidence and examples of how the author used thoughts, feelings, and actions to reveal characters' points of view. Remind children to capitalize proper nouns as they write.

USE TECHNOLOGY Have children work on computers, if available.

Writing Wrap-Up



Ask volunteers to share their scenes with a partner and compare the two characters' points of view. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POINT OF VIEW English language learners may find it difficult to come up with words that describe a character's feelings or thoughts. Work with children to brainstorm lists of words that will give them various examples to choose from. For example, if a character is against doing something, words such as *angry*, *upset*, and *disagree* might help explain the character's feelings.

STRATEGIC SUPPORT


POINT OF VIEW Have children who struggle with finding text evidence work with you to find phrases or sentences that express Henry and Chin's points of views. In particular, have children examine pp. 6–7.

LESSON 2
OBJECTIVE

Identify how characters respond to major events and challenges.  RL.2.3

READING
OBJECTIVES

Identify points of view.  RL.2.6

Use text evidence to answer questions during a close reading.  RL.2.1

Read Anchor Text

Build Understanding

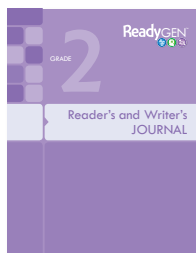
INTRODUCE Have children review what they learned about the main characters in *The Earth Dragon Awakes* in the first lesson. Prompt children to compare Chin and Henry using what they know about the boys up to this point. Then explain that in today's reading, the characters will face a challenge. Children will focus on the Enduring Understanding: *Readers understand that characters face challenges in stories.*

LESSON 2
FIRST READ

Explore the Text

ENGAGE CHILDREN Have children turn to p. 17 in *The Earth Dragon Awakes*. Point out that this chapter takes place early in the morning on April 18, 1906, and that it takes place below San Francisco. Explain that this chapter gives readers scientific background about earthquakes. Then introduce the Essential Question for this lesson: *How do characters respond to events and challenges?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 17–39 Read Chapters 5–12 aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread pages during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and understanding how the characters react to the earthquake. Following the reading, discuss the questions below.

- What happened to the houses belonging to Henry's neighbors?
- How did Chin's father save his and his son's lives?
- What questions do you have?

Have children use p. 181 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the events of the chapters. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** On pages 17–18, the author gives us scientific information about the earthquake. How does the author’s point that San Francisco “sits on the bull’s eye of a target” help you understand what happens to the city when the earthquake strikes? (It helps me understand that San Francisco is the center of where the earthquake hits and where most of the damage occurs.)
- On pages 19–21, the author focuses readers’ attention on the point of view of Henry and his family, including Sawyer the dog. What words help you to understand their points of view? (On p. 19, the text says, “Sawyer has been restless the whole evening.” Sawyer’s point of view is that he is worried about something. Henry, on the other hand, tells Sawyer that everything is all right. He tries to remain calm.) **Craft and Structure**
- On pages 22–24, the author tells about the earthquake from Chin and Ah Sing’s points of view. What words help you know how they are feeling? (On p. 22, Ah Sing says, “You can write your mother about your first earthquake.” He says it unworriedly. His point of view is that the earthquake is no big deal. However, on p. 23, he shouts that the tenement is falling. Here you can see that Ah Sing’s point of view has changed.) **Craft and Structure**
- How does Ah Sing respond to being trapped by the earthquake? What evidence can you find in the text to support his response? (On p. 28, Ah Sing says, “We’ll have to rescue ourselves.” These words help readers understand that Ah Sing is determined to live through the earthquake.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


SIMILES AND METAPHORS Reread p. 20 with children. Help them understand the author’s uses of similes and metaphors to add description to the scene. For example: *It [his bed] skips like a grasshopper; The chest of drawers dances a jig; The walls groan; The wooden floor ripples like waves of an ocean; His bed and all his furniture circle in a slow waltz around the room.*


STRATEGIC SUPPORT

UNDERSTANDING SCENES Help children understand how the scene changes from chapter to chapter: under the ground, to Henry’s house, to Chin’s apartment. Point out the importance of reading the chapter openers that share information about the time, date, and place of the chapter. This may be something children easily overlook.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Identify characters' responses to major events.  **RL.2.3**

BENCHMARK VOCABULARY

- twitches, p. 24
- plunges, p. 24
- dazed, p. 24

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 24, with the words *twitches*, *plunges*, and *dazed*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *twitches*. Then, using the information on pp. 2-3b as a guide, discuss where to place it on the word chart. Repeat for the words *plunges* and *dazed*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 182 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Provide a think-aloud about how the characters responded to the earthquake. *The author provides examples of how characters respond to the earthquake. Henry's family seems to remain fairly calm. Ah Sing and Chin try to stay calm but they are buried so their panic is understandable. Chin panics on page 33, yelling, "Let me out!" On page 38, the author shows how others respond to the earthquake. For example, the surrey driver refuses to help others.* With partners, have children discuss this question: Why do you think Ah Sing and Chin joke about the Earth Dragon on pp. 22–23 while an earthquake is happening?

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Have children reread the first six full paragraphs on p. 34, and then give their opinion to the question: *Ah Sing tells Chin to save himself because he is the important one. Do you agree with Ah Sing's opinion? Explain.* (Possible response: I think Chin is more important because he still has a long life in front of him and can be successful in America.)



Reading Analysis

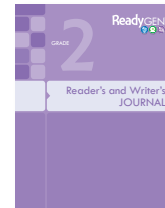
CHARACTER RESPONSE Point out that the author provides many details about how the characters respond to the earthquake.

KEY IDEAS AND DETAILS Revisit pp.17–39. Focus on words and phrases that help readers understand how characters respond to the earthquake. Compare and contrast how different characters respond.

- On pages 20–21, Mr. and Mrs. Travis try to get to Henry, but he is stuck in his room. What words help you understand how Mr. Travis responds to this major event? (p. 20: “His father bangs at the door.” This shows that he is concerned. Later, on p. 21, he promises to Henry that he will get him out and not to worry.) In that same scene, how does Henry react? (p. 21: Henry is calm and assures his parents that he is okay.)
- On pages 22–23, the author shares how Chin and Ah Sing respond to the earthquake as it begins to rumble. What words help you understand how Ah Sing is feeling? (p. 22: The author uses the word *unworriedly* and then the phrase *tries to sound brave* as he describes how Ah Sing is reacting.) In that same scene, how does Chin react? (p. 23: The text says, “Chin tries to be just as fearless.”)

Independent Reading Practice

READING ANALYSIS: CHARACTER RESPONSE TO MAJOR EVENTS Have children turn to p. 183 in the *Reader’s and Writer’s Journal* to write independently about the responses of characters on pp. 36–39 to the earthquake.



WRITING IN RESPONSE TO READING Have children turn to p. 185 in the *Reader’s and Writer’s Journal* to review this prompt: *How did Chin react after he was buried in the rubble? Would you have the same reaction? Why or why not?* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how characters face challenges. Use the **Independent Reading Routine** on pp. TR48–TR51.


INDEPENDENT


Reading Wrap-Up

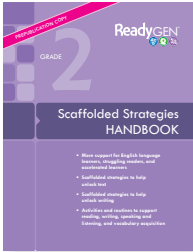


SHARE WRITTEN RESPONSES Wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Identify character responses to major events.  **RL.2.3**

Practice reading with expression.  **FS.2.4.b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify character responses,
then...use the Reading Analysis lesson in small groups to help them understand how characters' thoughts, feelings, and actions help define their responses.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Reread Chapter 11 (pp. 33–35) with children. Discuss Chin and Ah Sing's reactions to the cry of "Fire!" Have children find words and phrases the author uses to tell how the characters respond to this new fear during the earthquake. Point out the use of a simile on p. 33 to explain Chin's response, "But fear twists inside Chin like a snake." Have children then find how Chin's response changes on p. 34.

ORAL READING

USE EXPRESSION Explain that it is important for readers to read narratives with expression. Point out that reading with expression allows readers to better understand what is happening and to picture the scene in their minds. Have children follow along with you as you read aloud p. 27 in *The Earth Dragon Awakes*. Model how to use expression even during text that is straight narrative rather than dialogue.

Have children read the same passage aloud, using expression as they read the description of what has happened to Chin and Ah Sing. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify character response, **then...**extend the Reading Analysis lesson by having children compare the responses of the Travis family to others in the neighborhood on pp. 36–39.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children reread pp. 36–39 and find examples of ways the Travis family reacts to the destruction caused by the earthquake.

- **On page 36, find one way that Mr. Travis responds to the disaster.** (Possible response: He organizes rescuers to get the Smith family out of their house.) **How does he respond after the Smiths are safe?** (He leads everyone to the collapsed house.)
- **How do others respond to the disaster?** (Possible response: They help but when the ground shakes again, they all freeze.) **How does Mr. Travis respond when the ground begins to shake?** (The text says, “Mr. Travis calms everyone.” He knows there isn’t any time to be scared.)
- **In what ways does Mr. Travis’s response change the response of others when the ground shook again?** (Possible response: They all begin digging again.) **What does Henry realize about his father’s reaction to this event?** (That he is a hero, even more so than Marshal Earp from his penny dreadful books.)

ORAL READING

USE EXPRESSION Explain that it is important for readers to read narratives with expression. Point out that reading with expression allows readers to better understand what is happening and to picture the scene in their minds. Have children follow along with you as you read aloud p. 27 in *The Earth Dragon Awakes*. Model how to use expression even during text that is straight narrative.

Have children read the same passage aloud, using expression. Monitor progress and provide feedback.

WRITING OBJECTIVES

Understand how authors use details to describe a character's thoughts, feelings, and actions.



Understand how to capitalize proper nouns.



Writing

Narrative Writing

CHARACTER RESPONSES

TEACH Review the idea that authors use details to describe characters' actions, thoughts, and feelings, and that these details help readers understand how characters respond to events or challenges in a text.

Talk about the idea that readers can understand how characters respond to events or challenges by looking at their actions rather than just relying on what they say. Sometimes characters say one thing, but deep down are feeling something else. Details about the actions they take can sometimes help readers understand the inner conflict a character might have.

During reading, readers should look for details that describe characters' actions. These details may help readers better understand what characters are feeling. In *The Earth Dragon Awakes*, the characters' actions also tell readers how they face challenges and change, the title for this unit.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that tell about characters' actions. Then talk about how these actions help readers understand characters' responses to events. Revisit the first two paragraphs on p. 31.

Mr. Travis pauses by the living room. Mrs. Travis **gives a cry** when she sees it. Grandmother's piano has disappeared under a pile of bricks, board and plaster.

Then she **squares her shoulders**. "At least we're alive," she says. "That's the important thing."

When Mrs. Travis "**gives a cry**," readers understand that she is upset. But then she "**squares her shoulders**," which shows she changes her reaction, realizing that the most important thing is that they are alive.

Revisit pp. 34–35 and read aloud the rescue of Chin.

Strong hands grip his wrists. He feels himself rising until he sees Ah Quon's big, grinning face.

"You're the biggest turnip that I ever pulled up," Ah Quon laughs in relief...

Ah Quon seems to face this challenge with little seriousness. However, when the text says he "laughs in relief," I understand that laughing is his way of coping with a serious disaster.

Explain to children that when they write narrative stories, they can carefully craft how their characters respond to events not just by adding dialogue that tells their characters' thoughts, but also by describing their characters' actions.

CONVENTIONS Capitalize Proper Nouns

TEACH AND MODEL Remind children that a noun is a person, place, or thing. Explain that common nouns are general things, such as *boy*, *city*, and *street*. Proper nouns name specific things such as *Henry*, *San Francisco*, and *Mission Street*. Proper nouns are capitalized, whereas common nouns are not capitalized.

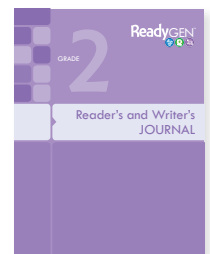
Valencia Street suffered great damage in the earthquake.

The city of San Francisco was the center of the earthquake.

Proper nouns, such as names of streets and cities, begin with capital letters. People's names also begin with capital letters.

APPLY Have children revisit pp. 29–32 in *The Earth Dragon Awakes*. Have them identify proper nouns, making a list on a separate sheet of paper of the ones they find in this chapter.

For additional practice with proper nouns, have children turn to p. 188 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Attend to a modeled writing experience.

 W.2.3, W.2.7

Write about a character's reaction to the earthquake, using text evidence.

 W.2.3

Narrative Writing

MODELED WRITING

PREPARE TO WRITE Review both the Essential Question: *How do characters respond to events and challenges?* and the Enduring Understanding: *Readers understand that characters face challenges in stories.*

Explain that during Independent Writing, children will write about challenges and how the characters faced these challenges. Explain that you will model how to write about a character and the challenges this character faced.

- **Choose a Character**—Explain that the first step in writing is to choose the character to write about; for example, Sawyer the dog.
- **Find Text Details**—Review Chapters 5–12 (pp. 17–39). Help children understand that once you have chosen a character to write about you can look for parts of the text that refer to that character. As you find sections, take brief notes. Model for children how to take notes in a list format. For example:
 - p. 19: Sawyer keeps Henry awake whimpering through the night.*
 - p. 29: Sawyer is afraid. He yips.*
 - p. 31: Sawyer barks as if he is wanting Mr. Travis to hurry.*
 - p. 36: Sawyer barks at one spot in the rubble of the Rossi house.*
- **Review Notes**—Now that you have a list of reactions by Sawyer during the earthquake, read through your notes and formulate a general thought about Sawyer. Explain your thinking to children.

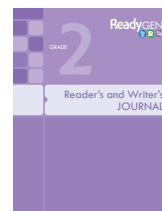
Sawyer seems to be fearful throughout most of the book so far. I know this because he whimpers and yips. On page 36, Sawyer changes his response to the earthquake by jumping in to help save Mr. and Mrs. Rossi. When I write about Sawyer and his response to the earthquake, I want to be sure I mention how he changes from the beginning of the story to page 36.
- **Write a Description**—Model for children how to incorporate your notes and your thinking into a paragraph that describes how Sawyer reacted to the challenging situation and how his reaction changed over time.

MODEL *Sawyer was very aware of the fact that something was happening, even before others knew what was going on. He responded to the earthquake by showing his fear, whimpering and yipping. As the Travis family safely got out of their house and started to help neighbors, Sawyer seemed less fearful. He even jumped in to help out by barking excitedly where Mr. and Mrs. Rossi were buried.*



Independent Writing Practice

WRITING Have children consider how other characters responded to the earthquake. Have them choose a character to write about and revisit pp. 17–39 to take notes about the actions their characters took during the earthquake. Then, on a separate sheet of paper, children will write a paragraph that tells how their chosen character faced the challenges they were confronted with during the earthquake. Children will turn to p. 189 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. make a list of text details that support the character's responses to the earthquake. They can make this list on a separate sheet of paper.
2. write a paragraph that describes how the character faced these challenges. Include text evidence that shows if the character's feelings changed as well.
3. use text evidence to tell about characters' thoughts, feelings, and actions as they face the extreme challenge of the earthquake.

Remind children to capitalize any proper nouns they use.

USE TECHNOLOGY Have children use computers or electronic tablets, if available, to write their paragraphs.

Writing Wrap-Up



Ask volunteers to share their paragraphs. Have classmates summarize how characters responded to the earthquake based on what the volunteer shared in text evidence. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FINDING TEXT EVIDENCE English language learners may find it difficult to find text evidence that helps support how their chosen character responded to the earthquake. Talk with children about what they remember from the reading that supports their characters' actions. Then, together, navigate the text to find specific text evidence to support what they recall happened.

STRATEGIC SUPPORT

PROPER NOUNS Have children reread their writing to look for use of capitalization when referring to characters' names. Remind them that character names are proper nouns, and should therefore be capitalized.

LESSON 3 OBJECTIVE

Identify points of view of characters.



READING OBJECTIVE

Use text evidence to answer questions during a close reading. RL.2.1

Read Anchor Text

Build Understanding

INTRODUCE Have children review what major challenges the characters in *The Earth Dragon Awakes* have faced so far. Prompt children to look back at what they have read and find a detail that reveals a character's actions, thoughts, or feelings about the challenges they have faced with the earthquake. Then focus children on the Enduring Understanding: *Writers understand that character's actions, thoughts, and feelings are revealed through the details.*

LESSON 3 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children turn to p. 36 in *The Earth Dragon Awakes*. Point out that this chapter took place near the Travises' home and today's reading starts on p. 40 in Chinatown an hour later. Read the first paragraph on p. 40 aloud, and point out the word *now*. Explain that this sequence word helps readers follow the events and how things change throughout the story. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

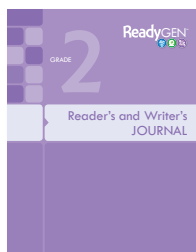


READ ALOUD *The Earth Dragon Awakes* pp. 40–61

Read Chapters 13–18 aloud. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and the consequences of the earthquake to the city of San Francisco. After the reading, discuss the questions below.

- How does Henry's point of view about his father change?
- Why are Chin and his father unable to go see if the Travises are safe?
- What questions do you have?

Have children use p. 181 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about how the people of San Francisco react to the earthquake and all the disasters that follow, such as the fires. Use the following prompts to lead the discussion.

- On pages 40–41, how do the people of Chinatown react to the earthquake? (They seem terrified and shocked. Any time the ground begins to shake again, they scream. Many pray.) What seems to be Chin’s biggest concern right now? (He is concerned about Henry.)

Key Ideas and Details

- **BY-THE-WAY WORDS** People seem concerned about being inside “old, rickety buildings.” What does the word *rickety* mean? (It means “shaky.” The buildings are old and now shaky, or unsteady. People do not want to be inside a building that might fall down after another tremor.)
- How do the descriptions on page 43 help you understand more fully how the people in Chinatown react to the earthquake? (The scene seems to be one of panic. People are throwing everything they own onto the streets in an effort to save their possessions. It seems as if they are beginning to desert Chinatown in hopes of finding someplace safer.) What words especially describe this scene? (“Things rain down,” “Red gift envelopes scatter like bright leaves,” and the metal characters from the printers “lie on the floor like glittering rice grains” all help paint the picture of the scene.) **Craft and Structure**
- How do things compare where the Travis family lives to Chinatown? (Many people seem to have settled into their possessions on the streets or lawns. Although there are fires to put out, some people seem quite relaxed, such as a neighbor who sips tea from her china on p. 55. Others are determined to walk to safer places and leave San Francisco behind, like the Smith family.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

SIMILES Reread the third full paragraph on p. 50 to children. Point out the simile, “They are like a pack of wolves attacking where no one expects them to.” Talk about how this analogy works well to describe the flames that are quickly spreading from building to building.

STRATEGIC SUPPORT

IDENTIFYING DESCRIPTIONS Reread p. 43 with children to help them understand the scene on this page. There is a lot happening on this page, so children may need additional discussion to help them visualize what the scene looks like and how it portrays a scene of chaos and panic.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.

 **L.2.6**

Identify details that describe how characters' points of view change.

 **RL.2.6**

BENCHMARK VOCABULARY

- scatters, p. 41
- cobblestones, p. 41
- missiles, p. 41

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 41, with the words *scatters*, *cobblestones*, and *missiles*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *scatters*. Then, using the information on pp.2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *cobblestones* and *missiles*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word in sentences on p. 182 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation

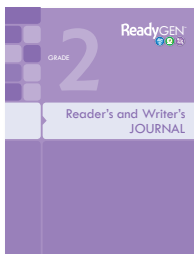


COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. In small groups, have children consider how Henry responds to his father being on fire after emerging from a building on p. 51. Provide direction for children to look at this initial page. Then have them look further in the chapter to prove that Henry is not a coward. **On page 51, the author says that Henry is scared but he is not a coward. Find text evidence that shows this is true. In what ways do you know that Henry is scared? In what ways do you know that he is not a coward?** Remind groups to look in the chapter for additional text evidence that shows that Henry is not a coward.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Review how both Mr. and Mrs. Travis entered their house and how Henry followed. Have children answer this question with their opinion: **Do you think it was smart for Henry to disobey his mom's orders and enter the house? Explain.** (Possible response: I don't think he should have gone into the house. If the ground had shaken again and the house collapsed more, he might have been trapped.)



Language Analysis

POINTS OF VIEW Point out that characters' points of view may change.

CITE TEXT EVIDENCE Revisit p. 51 and reread the fourth paragraph aloud: "Once Henry wanted to be like Marshal Earp. Now he wants to be like his father." Review with children how Henry felt about his father on p. 7: "I'm never going to be like my father. All he does is add up numbers all day in that old bank." Use the following prompts to guide discussion:

- **How has Henry changed his mind about his father?** (He now wants to be like his father. He no longer thinks his father is boring.) **What events changed Henry's mind about his father?** (Watching how his father has responded to the earthquake, jumping in to help neighbors in dangerous situations, and keeping his family safe)
- **On page 7, Chin also expressed a similar feeling about his dad, stating "And my father washes dishes." Has Chin's feeling towards his father changed? If so, how?** (Yes, Chin has seen a different side to his father as well. He realizes that his father is not dull, as noted on p. 46.) **What events changed Chin's mind about his father?** (When Ah Sing stepped in front of the charging bull to save Chin's life and hurt himself in the act, Chin realizes that his father is a hero, too.)

Independent Reading Practice

LANGUAGE ANALYSIS: POINTS OF VIEW Have children turn to p. 184 in the *Reader's and Writer's Journal* to write about the points of view of other characters.

WRITING IN RESPONSE TO READING Have children turn to p. 185 in the *Reader's and Writer's Journal* to review this prompt: *Name examples of what Ah Sing and Mr. Travis do to change their sons' minds about them. Use text evidence.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, have them think about how characters' points of view change and why they change. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up



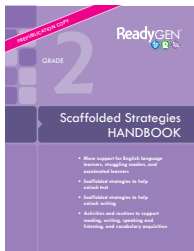
SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Identify how a character's point of view changes.

© RL.2.6

Use text evidence and answer questions in a close reading. © RL.2.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify how a character's point of view changes,

then...use the Language Analysis lesson in small groups to help them understand characters' points of view.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

LANGUAGE ANALYSIS

Reread the last four paragraphs on p. 46 and the last five paragraphs on p. 55 and onto p. 56 with children. Discuss the points of view of the people of San Francisco, including the main characters, when the soldiers arrive. Have children compare the points of view of Henry, Ah Sing, and Chin when the soldiers arrive. Discuss why their points of view might all be similar.

READING WORKSHOP

SLEUTH WORK Have children read "A Real-Life Action Hero" on pp. 32–33 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for clues that tell why the order of events is important in this text. (Possible response: The events tell the order in which things happened. The story wouldn't make any sense if the events were in a different order.)

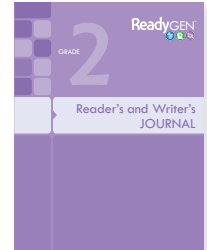
ASK QUESTIONS Have children write two questions about a home emergency. (Possible responses: When should I call 9-1-1? How long does it take for an ambulance to get to my home?)

MAKE YOUR CASE Have children state an opinion about whether they think the fictional characters make the factual information about what to do when someone chokes more interesting. Have them state reasons to support their opinions. (Possible response: Yes, because I feel like I am learning about someone who may have actually done this.)

STRATEGIC SUPPORT, CONTINUED

PROVE IT Using text evidence, have children create a poster that provides information about the Heimlich maneuver.

After children discuss the Sleuth steps, direct them to pp. 186–187 of the *Reader's and Writer's Journal* to further explore “A Real-Life Action Hero.”



EXTENSIONS

MONITOR PROGRESS


SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.


LANGUAGE ANALYSIS

Have children read “A Real-Life Action Hero” on pp. 32–33 of *Sleuth*. As they read the *Sleuth* selection, have children think about Eric and how he was a hero. Then have them compare Eric to the main characters in *The Earth Dragon Awakes*. Guide discussion with these questions:

- **In what ways are Eric and Mr. Travis alike?** (Possible response: They both are helping others in need.)
- **In what ways are Eric and Mr. Travis different?** (Possible response: Eric is much younger. He also had training to help people. Mr. Travis did not have any firefighter training that was mentioned in the story.)
- **How would you compare Eric to either Henry or Chin?** (Possible response: Eric is brave to try and rescue his sister. Henry and Chin have both also shown they are brave in dealing with the earthquake and all that has happened to their homes.)
- **If Henry and Chin were to meet Eric, what questions might they ask each other about their heroic actions?** (Possible response: How did you feel as you were performing the Heimlich maneuver on your sister? How did you remain calm as you had bricks and plaster on top of you? How did you know that your father should roll when he caught fire?)

WRITING OBJECTIVES

Understand how authors use details to create a scene from a character's point of view.  RL.2.6, RL.2.4

Identify singular and plural nouns.  L.2.2

Writing

Narrative Writing

POINTS OF VIEW

TEACH Review the idea that authors use details to help create a scene that is told from the point of view of a character. Details help readers understand the perspective from which the scene is being told. For example, when Chin and Ah Sing are pulled from the rubble, Chin's first question of Ah Quon is if anyone else got out of the building. His point of view focuses on the well-being of his neighbors, rather than focusing on the fact that his home is destroyed and they have nowhere to live. Chin's point of view gives readers an insight into his personality.

Remind children that readers can attend to the points of view of the different characters by keeping the following questions in mind as they read:

- Who is telling about the event?
- What words are used to express feeling?
- What words express action?
- What words express a character's thoughts?
- How do all of these details relate to the character's point of view?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find additional examples of details that help readers understand Chin's point of view in Chapter 13 (pp. 40–46). Reread paragraphs 5 and 6 on p. 41.

A section of a building smashes into the street. It scatters cobblestones like missiles. One barely misses Chin.

He worries about his friend. "I hope Henry's all right."

Chin has just missed being hit by a falling building. Instead of reacting to this event, the author shares the detail that he is worried about Henry. This point of view helps readers understand how caring Chin is.

Reread the first paragraph on p. 44 and the eighth paragraph on p. 46.

“We can’t call Henry then.” Chin worries. Does Henry’s house still stand? Are the Traveses even alive?

Chin watches the columns of smoke rising from the south and the east.

“Henry should be okay. His house is to the west.”

Chin is in the middle of his own chaos in Chinatown, yet his thoughts continue to wander to Henry and his family. His concern about their welfare is evident through the details the author shares.

Explain to children that when they write narrative stories, the details that they give about the perspectives of the characters help readers understand characters’ points of view and their personalities. The details that help readers understand a character’s point of view may be found in the words a character says or thinks, or in the actions a character takes. Readers might also get a glimpse of point of view depending on the age, gender, and ethnicity of a character. Older characters may have points of view that reflect what they have learned in their years of living. The point of view about the destruction of the earthquake may be different if the character is Chinese or American.

CONVENTIONS Identify Singular and Plural Nouns

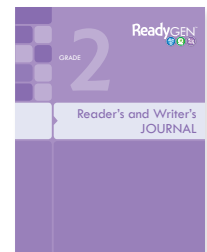
TEACH AND MODEL Remind children that a noun is a person, place, or thing. Singular nouns name one, while plural nouns name more than one. Many times, plural nouns are formed by adding an -s to a singular noun, for example, *dogs* is the plural of *dog*.

I have one sister, but my friend has three sisters.


I lost my pencil. Thankfully, my teacher had plenty of pencils I could borrow.

Plural nouns mean more than one of something. Often a plural noun is formed by adding -s to a singular noun.

APPLY Have children revisit p. 43 in *The Earth Dragon Awakes*. Have them find at least three plural nouns and write these on a separate sheet of paper. Have children underline the -s that forms these plural nouns. Use p. 188 of the *Reader’s and Writer’s Journal* for additional practice.



WRITING OBJECTIVE

Recount a scene from a character's point of view.  W.2.3; RL.2.7

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of the *Essential Question: How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Explain that children will retell an event from either Henry's or Chin's point of view. Their retelling will provide details that help readers understand the character's perspective. Explain that the class, as a group, will first write a retelling of a story event based on the perspective of Henry or Chin.

- **Choose a Story Event**—Have children choose a chapter or part of a chapter to focus on from the day's reading. Have children brainstorm a list of scenes they read about. Then vote on the scene to retell.
- **Choose a Point of View**—Together, decide whether the scene will be retold from Henry's point of view or Chin's point of view. Talk about how the character's perspective should include details that are relevant to their ages and, if appropriate, to their cultural backgrounds.
- **Reread the Text**—Reread the event in the book. Prompt children to share what Henry or Chin might have been thinking about during the event. For example, if you retold the scene in which the firemen race by Ah Sing, Chin, and Ah Quon, what might Chin have been thinking as this happened? You might say: *On page 42, the firemen raced by people. If you were writing this scene from Chin's point of view, how might he have felt? We need to make sure to include details in our retelling so readers understand that the retelling is from Chin's point of view.*

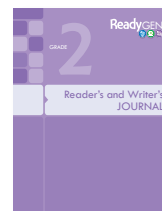
WRITE A RETELLING Begin the scene by writing a sentence. Then encourage volunteers to add to the scene. Remind children to share thoughts, feelings, and actions that Chin might have displayed.

MODEL SCENE *As we walk down the street covered in destroyed buildings, I suddenly hear the bells from a firemen's wagon. Before I have time to look back toward the sound, I feel the pounding of the horses' hooves on the pavement as they race by us. My heart is pounding. I stop and cover my ears and hide my eyes. I wonder how many more wagons will race by us. I fear that we will be trampled on by a horse that loses control on the uneven pavement. My father assures me that the firemen have control over the horses and that they race to fires all the time.*



Independent Writing Practice

WRITING Have children retell a scene from Chin or Henry's point of view. Have them include details in the form of dialogue, thoughts, actions, or feelings that give readers an understanding of the character's perspective. Children can review the writing task on p. 190 in the *Reader's and Writer's Journal*. They can write the scene on a separate sheet of paper. Have children:



1. reread the chosen scene in *The Earth Dragon Awakes* and think about how their chosen character would tell this scene.
2. rewrite the scene from the character's point of view. Children should include the character's thoughts, feelings, and actions to portray his point of view.
3. be aware of how they form singular and plural nouns.

Remind children to return to the pages in *The Earth Dragon Awakes* to use some of the author's actual words and to recount the events in the chosen scene. Remind them also to use the correct form of plural nouns.

USE TECHNOLOGY Have children write their scenes on computers or electronic tablets, if available.

Writing Wrap-Up



Ask volunteers to share their scenes. Have classmates point out details that helped them understand the character's point of view. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FORMING PLURAL NOUNS English language learners may find it difficult to form plural nouns. Although there are different ways to form plural nouns in English, help children focus on those regular plural nouns that are formed by adding -s. Provide them with physical examples of objects such as two pencils, have them name the plural form, and then together write the plural form of the noun.

STRATEGIC SUPPORT


SINGULAR AND PLURAL NOUNS Help children identify those nouns that are singular and those nouns that are plural. Write numerous singular/plural pairs on index cards. Have children sort the words into the two categories of *singular* or *plural*. Ask children to use each form in sentences.

**LESSON 4
OBJECTIVE**

Compare and contrast how different characters respond to a challenge.

 RL.2.3, RL.2.6

**READING
OBJECTIVE**

Use text evidence to answer questions during a close reading.  RL.2.1

Read Anchor Text

Build Understanding

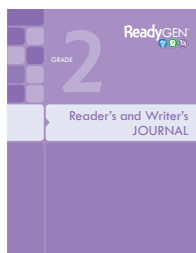
INTRODUCE Review the Enduring Understanding for the lesson with children: *Readers understand that characters face challenges in stories.* Then have volunteers tell what has happened so far in *The Earth Dragon Awakes*. Have several volunteers describe how one of the main characters has responded to a challenge.

LESSON 4
FIRST READ

Explore the Text

ENGAGE CHILDREN Have children turn to p. 62 in *The Earth Dragon Awakes*. Read aloud the introductory information about where this next chapter takes place. Continue to page through the next few chapters, through p. 81, and preview where each of the sections takes place. Have volunteers make predictions about what is happening to the main characters and to the city of San Francisco based on where the chapters take place. Introduce the Essential Question for this lesson: *How do characters respond to events and challenges?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 62–81 Read aloud Chapters 19–24. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and understanding the decisions the main characters have had to make in the wake of the fires. Following the reading, discuss the questions below.

- What difficult decision did Mr. Travis have to make?
- How was Chin brave as he, his father, and Ah Quon tried to get on the ferry?
- What questions do you have?

Have children use p. 181 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about how the Travis family and Ah Sing, Chin, and Ah Quon must respond to the fires that are occurring all over the city. Use the following prompts to lead the discussion.

- On page 63, Henry is witnessing many people fleeing the city with their possessions. He thinks to himself, “People save the oddest things.” Why might he think that people were saving the oddest things? (Henry probably doesn’t understand why someone would save their wedding cake or maybe even some of their clothes and furniture. Henry’s family is wealthy, so perhaps he doesn’t realize how hard it was for people to get these things.) **Key Ideas and Details**
- On page 66, Chin wonders why his father can’t just relax while he and Ah Quon work. How does Ah Quon’s response to Chin help readers understand Ah Sing’s perspective about coming to America? (Ah Sing had to be brave to come to America and make a better life for both Chin and for their family back in China. Chin hadn’t thought about the sacrifice his father had made until now.) **Key Ideas and Details**
- On pages 62–81, the author uses descriptive sentences that help describe the scene in San Francisco. Which words and phrases helped you to visualize what was happening during this historical event? (p. 64: *Burning embers drift in the hot winds like angry butterflies*; p. 64: *The avenue is filled with people who resemble ghostly snakes*; p. 65: *His face becomes striped like a tiger’s*; p. 69: *A furry gray carpet sweeps toward them*; p. 71: *It slithers across San Francisco like a dragon with red spines*.) **Craft and Structure**
- **BY-THE-WAY WORDS** Chin, Ah Sing, and Ah Quon make their way to the ferries along the waterfront. What are ferries? (Boats) What makes a ferry different from another kind of boat? (Ferries usually take people across a short distance of water; for example, from the shore to the Statue of Liberty.)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

MULTIPLE-MEANING WORDS Talk with children about several examples of multiple-meaning words. For example, p. 62: *trunks* as in “chest that hold things,” not “elephants’ trunks;” p. 63: *peer* as in “to look,” not as in “an equal to you, someone your own age;” p. 66: *waves* as in “a motion with your hand,” not as in “of water.”

STRATEGIC SUPPORT

PERSONIFICATION The author talks about the fire as if it were a human rather than an inanimate thing. Help children understand why the author uses human qualities to describe the fire. You may wish to use the example of the first paragraph on p. 72 to discuss personification.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.

 **L.2.6**

Identify details that describe characters' responses to events and challenges.

 **RL.2.3, RL.2.6**

BENCHMARK VOCABULARY

- surges, p. 70
- trample, p. 70

Focused Reading Instruction

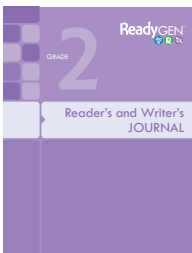
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 70, with the words *surges* and *trample*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *surges*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *trample*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 182 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. In small groups, have children consider how Chin responds on pp. 70–71. First, share a think-aloud about the scene. [On page 70, the text says: “Everyone is fighting to escape the fire. Men shove women and children and elderly people out of their way.”](#) As I read that, I thought about how I might respond to being shoved. It would be very scary, but I think that I would fight back, knowing my life depended on it. At the bottom of page 70, Chin says that he is terrified. How does he respond to the situation as the crowd surges around him, his father, and Ah Quon?

As children divide into small groups, have them reread pp. 70–71 and look for text evidence that tells how Chin responds to this challenge.

Team Talk



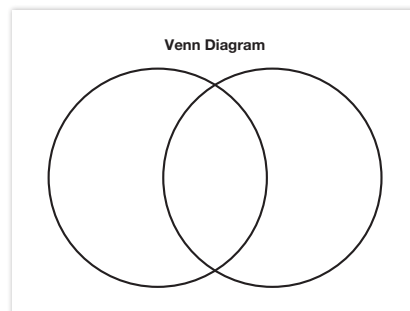
STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. After children have discussed the text evidence that shows Chin's bravery, ask them to state their opinion to this question: [Was it a smart decision for Chin to stay with his father and Ah Quon and fight the people trying to trample them, or should Chin have worried about his own safety?](#) (Possible response: I think he made the right decision. They need each other to survive.)



Reading Analysis

CHARACTER RESPONSE Review that the text has shown many different ways that the characters have responded to events.

CITE TEXT EVIDENCE Revisit pp. 70–71 and pp. 73–75. Review the scenes where both Chin and Henry show their bravery in an attempt to help their families escape the fires. Tell children that you are going to use a Venn Diagram to compare and contrast the actions of these two characters.



- **How did Chin show bravery?** (Chin showed bravery by fighting off other people who were about to trample Ah Quon and his father.) **Did Henry show the same kind of bravery?** (No) **Chin's bravery was in fighting other people. Let's put that in his section of the Venn Diagram.**
- **How did Henry show bravery?** (Henry ran into the house to get his skates. The house was ready to collapse.) **Henry showed bravery by fighting against the results of the natural disaster. His actions were different than Chin's in that way. We'll put that information in his section of the Venn Diagram.**

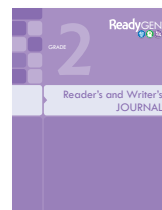
Independent Reading Practice

READING ANALYSIS: CHARACTER RESPONSE Have children work independently to complete the Venn Diagram that compares Henry and Chin's actions.

WRITING IN RESPONSE TO READING Have children turn to p. 185 in the *Reader's and Writer's Journal* to review this prompt: *Who do you think the heroes are in this book? Use text evidence to support your answer.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about whether characters face challenges bravely or not. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

Reading Wrap-Up

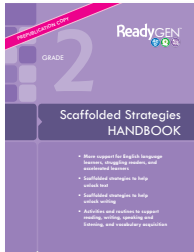


SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Identify character responses to major events. **RL.2.3**

Practice confirming or self-correcting as you read. **FS.2.4.c**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify character responses,
then...use the Reading Analysis lesson in small groups to help them understand the thoughts, actions, and feelings of characters as they look at character responses to challenges.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

With children, read pp. 73–75. Ask questions to prompt their attention to Henry's actions: **How did Henry respond to Mrs. Travis when she said that the stairs were too rickety for him to go into the house?** (He said he was light.) **Do you think this was a good argument?** (No, because no matter his weight, the stairs might collapse.) **When Henry returns with the skates, how does his mother react?** (She tells him he was bad, but she was proud of him.) **In normal circumstances, if Henry had disobeyed his parents, would his mother have said that to him? Explain.** (I don't think so. Most parents aren't happy when their children don't follow their directions.) **How were Henry's actions similar to Chin's actions?** (They both disobeyed what the adults told them to do. They both acted in ways to help their families, not just themselves.) **We can add that information to your Venn Diagram in the section that tells how the boys are alike.**

ORAL READING

USE CONTEXT TO CONFIRM OR SELF-CORRECT Explain that sometimes readers come across words they do not recognize. When this happens, readers must use words around the unknown word to confirm what they think the word means or to correct their understanding of the word. Have children follow along as you read aloud p. 73. Model how to confirm understanding of the word *embers*, reviewing that the text had just talked about flames.

Have children read the same passage aloud, stressing the use of context to confirm or self-correct as they come across unknown words. Monitor progress and provide feedback.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify character response, **then...**extend the Reading Analysis lesson by having children compare the people escaping the fires by the waterfront and those escaping the fires in northern San Francisco.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children revisit the pages read today: pp. 62–81. Review the Venn Diagrams that you worked on together and they completed independently. *We compared how Henry and Chin responded to the challenges of the fires during this part of the book. We found ways that they responded similarly and differently. Let's consider other people who were escaping the fires. The author focused on two groups of people as they escaped: those that were escaping at the waterfront and those who were walking out of San Francisco.* Guide discussion with these questions:

- *How did people escaping at the waterfront respond to the growing fires?* (Possible response: They panicked and abandoned all their possessions.) *How did people escaping by walking out of San Francisco in the northern section respond to the growing fires?* (Possible response: People did not seem as panicked. Many people took possessions with them.)
- *How did these two groups of people respond in similar ways?* (They were all trying to leave San Francisco quickly.)

ORAL READING

USE CONTEXT TO CONFIRM OR SELF-CORRECT Explain that sometimes readers come across words they do not recognize. When this happens, readers must use words around the unknown word to confirm what they think the word means.

Have children read p. 73 aloud, stressing the use of context to confirm or self-correct as they come across unknown words. Monitor progress and provide feedback.

WRITING OBJECTIVES

Understand how authors use details to show how characters respond to challenges.

 RL.2.1, RL.2.3

Identify irregular plural nouns.

 L.2.1.b

Writing

Opinion Writing

DETAILS TO SHOW CHARACTERS' RESPONSES

TEACH Review the Enduring Understanding with children: *Readers understand that characters face challenges in stories.* Have volunteers state several challenges that the characters have faced in *The Earth Dragon Awakes*. Then review the Essential Question: *How do characters respond to events and challenges?* Tell children that authors use details to help readers understand how characters respond to events and challenges. Point out that readers may have to “read between the lines” or infer as to how those details explain the characters’ responses.

To help children make inferences, have them keep the following in mind:

- Writers cannot tell everything in a story, and they will leave some things for the readers to interpret or infer.
- When you infer, you make observations about the text, use your prior knowledge about similar experiences, and use text evidence to make connections and come up with your own ideas.
- Explain that children make inferences everyday in real life when they read people’s expressions or body language and know that they are tired, happy, or scared without anything being said.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children look carefully at details that help them infer how the main characters respond to the challenges they face. Turn to p. 63 to begin analyzing details that show character response.

“Wait,” Mrs. Travis says. *She wraps the baby in her expensive shawl.* “She could catch cold.”

The author does not directly state how Mrs. Travis responds to the disaster. Instead, with actions, the author shows that Mrs. Travis responds with caring. She gives up her expensive shawl to make sure others are safe and comfortable.

Reread the first paragraph on p. 67 and discuss the character's response.

"Don't touch that filthy boy," the merchant's wife **scolds** them. She is wearing fancy clothes and all her jewelry. She glitters like the Traveses' chandelier. Some ash lands on her expensive silk robe, leaving a black spot. "My best robe is ruined," she **complains**.

This character shows her response to the help she received from Chin and Ah Quon by insulting them and then worrying about her clothes instead of the well-being of others. Her actions show that she is selfish.

Explain to children that when they are writing narrative stories, they do not always need to state directly how their characters respond to events and challenges. The details they provide through the thoughts and actions of their characters can help readers infer how the character responds.

CONVENTIONS Identify Irregular Plural Nouns

TEACH AND MODEL Remind children that a noun is a person, place, or thing. Plural nouns name more than one. Sometimes plural nouns are not formed by adding an -s to a singular noun; for example, *feet* is the plural of *foot*. Help children understand that these special cases often just need to be memorized.

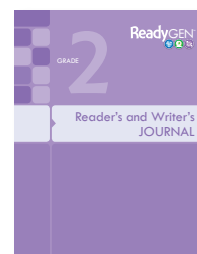
The **mouse** was chased by the cat. The **mice** ran from the cat.

The **child** forgot his lunch. The **children** made fruit salad for a snack.

Plural nouns indicate more than one of something. Sometimes a plural noun has a very different spelling from the singular noun.

APPLY Have children revisit the fourth full paragraph on p. 70 in *The Earth Dragon Awakes* ("Everyone is fighting...."). Have them find at least two irregular plural nouns (*men*, *women*, *children*) and write these on a separate sheet of paper. Have children write the singular form of these nouns.


For more independent practice, use p. 188 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Attend to a modeled writing experience.

 W.2.1, W.2.7

Write an opinion about characters' responses.  W.2.1

Opinion Writing

MODELED WRITING

PREPARE TO WRITE Remind children of the Essential Question: *How do characters respond to events and challenges?* Remind children that the author does not always make a direct statement about how the character responds to events and challenges. Sometimes readers have to look for clues in the details the author provides.

Tell children that readers can form opinions about how characters respond to events and challenges in the story. Explain that you are going to model for them how to write an opinion about a way a character responded to an event in the book *The Earth Dragon Awakes*.

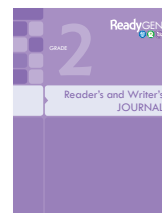
- **Choose a Story Event**—Tell children that some events in a story stand out for readers more than others. Sometimes those events stand out in a reader's mind because of the way the characters responded. Model your thinking as you choose an event to write about. *On page 63, Mrs. Travis gives her expensive shawl to a family who is leaving San Francisco. She gives it to them to wrap around their crying baby. This was a very generous gift that Mrs. Travis gave them. I will write an opinion about this scene.*
- **Reread the Event and Make Notes**—Quickly reread the scene on pp. 62 and 63 to children. Take a few notes such as: *A family leaves San Francisco. They look frightened. They are dragging their possessions along. They have a wailing baby. They seem frantic as they don't even stop when they're offered something to eat.*
- **Brainstorm Responses**—Think briefly about your thoughts of how the character responded to the challenge. *I thought it was very nice of Mrs. Travis to give up an expensive shawl. It was obvious that Mr. Travis and Henry were proud of her actions, too.*

WRITE A SCENE As you model writing an opinion piece about this event, use text evidence to support your opinion. *When I read about Mrs. Travis giving up her expensive shawl, my first thought was that she was being sweet. I thought Mr. Travis and Henry's reaction was a little dramatic, but then I thought more about the act of giving up the shawl. I realized that this action by Mrs. Travis was more important than I first realized. Perhaps she or her family members would need a way to stay warm later on. She sacrificed her own comfort in order to give comfort to a stranger. In addition, she gave up something expensive. Mrs. Travis seems to be a very caring person.*



Independent Writing Practice

WRITING Have children think about how Henry and Chin face challenges in *The Earth Dragon Awakes*. Have them review the characters' actions and think about what those actions say about the characters. On a separate sheet of paper, have children write an opinion that tells whether they agree or disagree with the actions that one of these characters took. Children may review the writing task on p. 190 in the *Reader's and Writer's Journal*. Have children:



1. revisit pp. 62–81 in *The Earth Dragon Awakes*. They should look for actions by either Henry or Chin.
2. write an opinion about their feelings about the actions of Henry or Chin. Have them support their opinions with reasons and text details.
3. be aware of how they form plural nouns that they use in their writing.

Have children review the scene they have chosen and use text evidence to support their opinion of the character's actions. Remind children also to use the correct form of plural nouns.

USE TECHNOLOGY Have children work on computers, if available.

Writing Wrap-Up



Have pairs who chose the same character talk about how their opinions compare and contrast. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

FORMING IRREGULAR PLURAL NOUNS English language learners may find it difficult to understand the differences between regular plural nouns that are formed by adding -s and irregular plural nouns that are best memorized for the correct form. You may want to create a list together of those irregular plural nouns to hang in the room. Have children find examples in *The Earth Dragon Awakes* and other texts they are reading. They can add these words to the list.

STRATEGIC SUPPORT

IRREGULAR PLURAL NOUNS To help children identify irregular plural nouns, play a matching game. Provide word cards with the singular nouns written on some cards and the corresponding irregular plural nouns written on the other cards. Have children match the singular and plural nouns. Examples: *child/children*; *person/people*; *foot/feet*; *tooth/teeth*; *mouse/mice*


LESSON

5

LESSON 5 OBJECTIVE

Identify story structure.  RL.2.5

READING OBJECTIVE

Use text evidence to answer questions during a close reading.  RL.2.1

Read Anchor Text

Build Understanding

INTRODUCE Introduce a new Enduring Understanding to children: *Learners understand that facing challenges leads to change.* Review with children the challenges that the main characters in *The Earth Dragon Awakes* have faced. Have volunteers suggest how they have seen some of the characters change from facing those challenges. For example, Henry and Chin both have different perspectives about their fathers after watching them do brave things.

LESSON 5 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children turn to p. 82 in *The Earth Dragon Awakes*. Point out that this chapter takes place in Nob Hill, a section of San Francisco. The events in this section occur at night. Tell children that as you read the rest of the book, they will want to pay attention to the locations and the time frames of each chapter. Review the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

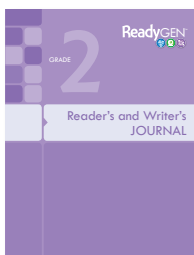
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 82–105 Read Chapters 25–32, the end of the story, aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and understanding how the story ends. Following the reading, discuss the questions below.

- How do the firemen attempt to stop the Great Fire?
- What did you learn about surviving a disaster?
- What questions do you have?

Have children use p. 181 in the *Reader’s and Writer’s Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about how the author wraps up this story. Use the following prompts to lead the discussion.

- Chapters 25 (pages 82–83), 28 (pages 89–92), and 30 (pages 96–99) focus on the continued work of the firemen to put out the fires. What words and phrases does the author use to help readers understand the great challenge the firemen are up against? (p. 83: *Frantically*; p. 83: *firemen’s worst nightmare*; p. 90: *make a stand*; p. 91: *quickly fling*; p. 92: *the tired men and horses stumble*; p. 92: *will not give up*; p. 96: *Bravely they dart*; p. 98: *gasp for breath*; p. 99: *With new hope*) How do these words and phrases help you better understand the challenges the firemen faced? (The details make it clear that the firemen kept fighting and didn’t give up. The author used details to paint a picture for readers.) **Craft and Structure**
- **BY-THE-WAY WORDS** On page 83, the text says, “With a roar of triumph, the eastern fire surges up Nob Hill.” What does the word *triumph* mean? (Victory) What words help you confirm that understanding? (When I read on, the text says that mansions and hotels sit helpless. That confirms that the fire has won.)
- How do Henry and Chin respond to each other when they find each other again? (At first Chin seems worried about his appearance, that he smells like fish. Henry quickly reminds him that they are the same: they both smell horribly.) How are Henry and Chin different from other Americans and Chinese that are living in Oakland? (They look at each other as friends, not as Chinese and American.)
- What facts does the author provide in Chapter 32 (pages 102–105) that reminds readers that this book is based on facts? (He tells how many people fled San Francisco, and compares the event to Hurricane Katrina and the people of New Orleans.)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


SPECIALIZED VOCABULARY Help English language learners understand some of the specialized vocabulary used when describing the actions of the military. For example, explain *navy*, *sailors*, *gunners*, *cannons* as used in Chapter 28 (pp. 89–92).


STRATEGIC SUPPORT

PERSONIFICATION Continue to find examples of personification with children, such as on p. 82 “Like a hungry beast...” and on p. 83 “With a roar of triumph...” Have children come up with their own examples of how the author uses personification to explain the fire.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Understand story structure.  **RL.2.5**

BENCHMARK VOCABULARY

- revenge, p. 85
- parched, p. 86

Focused Reading Instruction

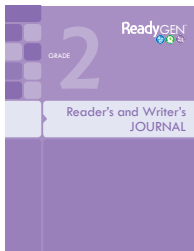
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, pp. 85–86, with the words *revenge* and *parched*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pages TR62–TR67, teach the meaning of *revenge*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *parched*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 182 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Reread pp. 84–85 with children. Have a volunteer summarize these pages. Then point out the sentence that reads, “The Earth Dragon has taken a terrible revenge.” Discuss this sentence with children, asking them to infer the meaning of this sentence. [Why do you think the author has made that statement about the Earth Dragon?](#) (As Ah Quon, Ah Sing, and Chin look across to San Francisco, they realize how large the disaster is. They believe that the Earth Dragon has decided to get back at the people of San Francisco.) Have children discuss the last two lines of the chapter and what Chin and his father believe.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. After discussing the revenge of the Earth Dragon, have children consider whether they prefer to think of the earthquake as a natural disaster or as the actions of this mythical creature. Have them explain their opinion. (Possible response: I think of an earthquake as a natural disaster. I understand, though, that thinking of it as a creature gives people something to blame.)



Language Analysis

STORY STRUCTURE Have volunteers retell *The Earth Dragon Awakes* by summarizing what happens at the beginning of the book (The earthquake hits), in the middle of the book (The families flee the city), and at the end of the book (People work to rebuild their lives).

CITE TEXT EVIDENCE Revisit pp. 93–105. Explain that using the Story Sequence B graphic organizer will help children organize what happened at the end of the book. Tell children to focus on those events that directly relate to the Travis family, Ah Sing, and Chin.

- First, list the main characters in the *Character* box. Where do these last few chapters take place? (Oakland and San Francisco) We can write those locations in the *Setting* box.
- What is the first major event at the end of the book? (Ah Sing and Chin are working when the Travis family arrives.) We will write that in the box titled “First.” Then what happens to these characters? (They get the news that the fire is dying. The characters then realize the great losses they have suffered. It begins to rain.)

Story Sequence B

Title	
Characters	Setting
↓	
Events 1. First	
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	

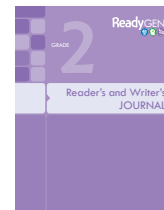
Independent Reading Practice

LANGUAGE ANALYSIS: STORY STRUCTURE Have children work to complete the graphic organizer. Tell them to look at the last chapter to find events that give readers a glimpse into the future.

WRITING IN RESPONSE TO READING Have children turn to p. 185 in the *Reader's and Writer's Journal* to review this prompt: *What is your opinion about the way the author ended the story? Use the text to support your opinion.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how the author concludes the story. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT


Reading Wrap-Up

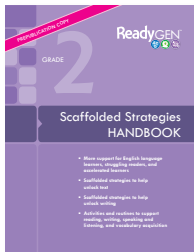


SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Understand story structure.  **RL.2.5**

Ask and answer questions related to the key details in text.  **RL.2.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand story structure,
then...use the Language Analysis lesson in small groups to help them look more closely at the sequence of events.

If...children need extra support to understand the historical fiction text,
then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 103–105.

LANGUAGE ANALYSIS

Review with children the Story Sequence B graphic organizer that you began together. Then reread pp. 102–103 with children. Discuss how the events on these pages relate to the days and weeks after the earthquake has happened. Point out temporal words and phrases that may help children sequence events, such as *By Saturday, April 21* (p. 102) and *Eleven days after* (p. 103). **How do those words help you understand the sequence of events at the end of the book?** (They tell you when things happened. They help you understand how much time has passed between events.) Help children complete the Story Sequence B chart then.

CLOSE READING WORKSHOP

READ *The Earth Dragon Awakes* pp. 103–105 Read the text on these pages aloud as children follow along. Talk about how things are the same or different from earlier in the book.

- 1** In what ways have things changed in San Francisco from earlier in the book? (The city is now just hills of rubble with people living in tents.)
- 2** How are things similar to the way they were earlier in the book? (The Chinese are still not able to go to the same school or live in the same locations as the Americans.)
- 3** Despite the consistency of cultural differences, how have Henry and Chin changed? (They realize they do not need to read adventure books to find heroes. Henry seems more aware of how the Chinese are being treated unfairly, as well.)

EXTENSIONS

MONITOR PROGRESS


If...children understand how to identify story structure,
then...extend the Language Analysis lesson by having children identify temporal words that identify sequence.

LANGUAGE ANALYSIS

Have children revisit pp. 96–99. Have a volunteer summarize this chapter: The firemen are still fighting the fire, surrounding it on all sides. **To help readers follow the events in this chapter, the author uses words that give readers clues to sequence.** Guide discussion with these questions:

- On page 96, what words does the author use to help tell when this event is happening? (*By late afternoon*)
- How is this phrase helpful after reading the initial time period for the chapter at the top of the page? (Possible response: It helps readers understand that although the event started at 7:00 a.m. on Friday, the author is jumping into the event in the afternoon.)
- What other words or phrases help you understand the sequence of events in this chapter? (p. 97: *When the water runs out; Then; When the shingles catch fire; Sometimes*; p. 98: *By now; hour after hour; Early Saturday morning, three days after; Now*)
- Have children work with a partner and look at pp. 100–101 to find additional examples of sequence words and phrases. Have them write these examples down on a sheet of paper. Then have partners share their discoveries with the group. Talk about how these words and phrases helped them to follow the story's order of events.

WRITING OBJECTIVES

Understand how authors use temporal words.  **RL.2.4, RL.2.5**

Identify collective nouns.  **L.2.1.a**

Writing

Narrative Writing

STORY STRUCTURE

TEACH Explain to children that the author, Laurence Yep, tells the story in chronological, or sequential, order. He uses the lead-in information at the beginning of each chapter to help readers understand the sequence of events. He also uses many words and phrases that show sequence or passing of time.

Remind children of the Essential Question for the lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* Explain that temporal words show sequence, and sequence often shows change.

- Words that show sequence are called temporal words. Examples include “in the morning,” “several days later,” and “as the fire died.”
- A sequence of challenging events, such as the earthquake in this story, often brings change as characters respond to the challenging events.

Have children who made a list of temporal words in the Extensions activity in Small Group share their list of temporal words with the rest of the class. Post one or more of these lists in the writing center for children to refer to as they write.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, have children find examples of temporal words in the text and how these words help signify change. For example, on p. 100, readers read about the news that the Great Fire is dying.

In the early evening, they go to the pier with the Traveses. They can see the ruins more clearly.
Everything hits Chin now.

Readers understand that this event is happening in the early evening. The author states how Chin changes during this event. We know when this change occurs because the author uses the word now.

Reread the first full paragraph on p. 101 and discuss the use of temporal words.

Then Chin feels something wet touch his cheek. **At first**, he thinks it is a tear. **But then** he feels another and another. His shirt is wet. He looks up. It is raining.

This paragraph shows change. First, Chin believes he feels tears. Then he realizes it is rain.

Explain to children that when they are writing narrative stories, they can use temporal words to help their audience follow the sequence of events in their story. By using sequence phrases and words, readers also better understand how a setting or a character changes from one moment to another in the story.

CONVENTIONS Identify Collective Nouns

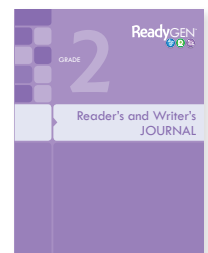
TEACH AND MODEL Remind children that a noun is a person, place, or thing. Explain that collective nouns name groups that have members; for example, a class is made up of students. Collective nouns may be considered singular nouns if everyone in the group is doing the same thing at the same time. For example, *The class goes to lunch*. Collective nouns are considered plural nouns if the group is doing different things at the same time. For example, *The class start their homework*. Explain that some students may be reading, others doing math, and others may be writing.

The family eats dinner.
The family get things done around the house by dusting, vacuuming, and doing laundry.


Collective nouns refer to a group of individuals. Collective nouns can be considered singular or plural.

APPLY Have children revisit the last full paragraph on p. 11 in *The Earth Dragon Awakes*. Ask a volunteer to identify the collective noun (*crew*). Talk about what this collective noun refers to (a group of people who work on the cable cars).

For more independent practice, use p. 188 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Understand how authors conclude a scene, story, or chapter.  RL.2.5

Write a scene, including a conclusion.

 RL.2.5; W.2.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* Review with children how they have been attending to the actions, thoughts, and feelings of the characters in *The Earth Dragon Awakes*. Have a volunteer summarize their understanding of how temporal words help them understand the sequence of events.

Explain that together you are going to expand upon the scene on p. 94 when Henry and Chin are reunited.

- **Set Up the Story Event**—Remind children that Henry and Chin hug when they see each other. Then the story moves quickly to Ah Sing greeting the Travises. *We are going to write more to go with the event of Henry and Chin getting back together.*
- **Brainstorm the Order of Events**—Have children give suggestions for what more might have happened between the two boys at that time. *Both boys had had many adventures as they survived the earthquake. What do you think they did after they hugged hello?*
- **Write a Scene**—Begin the scene by writing an opening sentence. Then ask children to make suggestions. Prompt children to use temporal words to help sequence the scene. As you come to the end of the scene, be sure children wrap it up with temporal words that signal a conclusion, such as *in the end* or *finally*.

MODEL SCENE *After the boys hugged, Chin immediately started to tell Henry how his tenement had collapsed on them. “I was so scared when that happened. My dad told me to stay calm. When I finally felt a breeze on my hand, I knew we could dig our way out.”*

Then Henry told about the walls collapsing all around him. “My dad used a crowbar to get my door open. When we got outside, I couldn’t believe all my neighbor’s houses. They were all destroyed.”

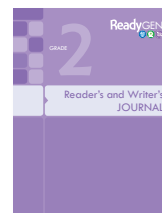
The boys talked for an hour before Mrs. Travis interrupted them. “Now that you have both caught up on your big adventures, would you like something to eat?”

The day had flown by and already it was supper time. The families settled down to a delicious meal of fish. Before long, everyone’s eyes got heavy and it was finally time to call it a night. There would be more catching up in the morning.



Independent Writing Practice

WRITING Have children think about scenes that they enjoyed reading in *The Earth Dragon Awakes*. Tell children to choose a scene to expand upon and to use temporal words to tell the sequence of the events. Have children write their scenes on a separate sheet of paper. They can review the task on p. 190 in the *Reader's and Writer's Journal*. Have children:



1. review their favorite scenes in *The Earth Dragon Awakes*, choosing a scene that they want to add to.
2. write the scene by adding to the original scene. They should use temporal words to sequence the events in their scene.
3. write a conclusion to their scene.

Remind children to wrap up their scene with their conclusion. Tell children to look back in the text for examples of conclusions if they need help. Remind children to consider whether a collective noun acts as a singular or plural noun as they use these words.

USE TECHNOLOGY Have children work on computers, if available.

Writing Wrap-Up



Have volunteers share their scenes with the class. Have children identify the temporal words children used to help tell sequence. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COLLECTIVE NOUNS English language learners may find it difficult to understand the difference between using a collective noun as a singular noun or a plural noun. Emphasize that it is used as a singular noun with a singular verb form if the members of the group are all doing the same thing at the same time. If not, then the collective noun is considered plural and should be used with a plural verb form. Provide oral examples.

STRATEGIC SUPPORT

TEMPORAL WORDS To help children go beyond using *first*, *next*, *last*, and *then* in their writing, help them brainstorm a list of other words and phrases they may use. Hang this list for all children to refer to. You might prompt them with questions such as “When do you eat breakfast?” (*in the morning*), “How soon do you brush your teeth after eating?” (*right away*)

LESSON 6
OBJECTIVE

Connect historical events and scientific ideas to a story.

READING
OBJECTIVES

Recognize how authors use temporal words and details to show change.



Use text evidence to answer questions during a close reading. RL.2.1

Read Anchor Text

Build Understanding

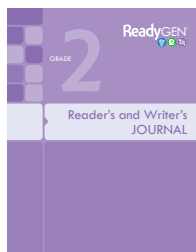
INTRODUCE Review with children that *The Earth Dragon Awakes* is a historical fiction novel based on the 1906 earthquake in San Francisco. Explain that today they will learn some facts about the real earthquake and how the challenges it presented led to change in San Francisco. Explain that the Enduring Understanding for this lesson is: *Learners understand that facing challenges leads to change.*

LESSON 6
FIRST READ

Explore the Text

ENGAGE CHILDREN Reread the Preface of *The Earth Dragon Awakes*. Point out that the author says that this story is based on fact. Then have children turn to the Afterword. Explain that this section gives facts about the Great Earthquake and explains how they connect to the main story. Have children study the photographs on pp. 115–117 and talk with a partner about how the photographs help them better understand the destruction the earthquake caused. Share the Essential Question to focus on today: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 107–117 Read the Afterword aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and identifying facts about the disasters. After the reading, discuss the questions below.

- Why did some people set fires in buildings destroyed by the earthquake?
- Why did the railroad companies claim that most of the destruction was caused by fires?
- What questions do you have?

Have children use p. 191 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the factual information in the Afterword. Use the following prompts to lead the discussion.

- **How did the earthquake affect the population of San Francisco? What temporal words does the author use on pages 108–109 to show this change?** (Before the earthquake, about 400,000 people lived in San Francisco. After the earthquake, the population decreased to about 175,000. The words *before* and *after* show how San Francisco changed.) **Key Ideas and Details**
- **What kind of information does the Afterword give?** (It gives information about the real events on which the story was based.) **Craft and Structure**
- **On page 112, what does the author mean when he says that the Earth Dragon will wake again some day?** (He means that one day there will be another powerful earthquake.) **Integration of Ideas**
- **BY-THE-WAY WORDS** **What is an afterword?** (An afterword is a part of the book that tells how the ideas for a book came to be.) **Which part of the compound word afterword helps you understand that an afterword follows the main text?** (The word *after* helps you understand that the afterword follows, or comes after, the main text.)
- **BY-THE-WAY WORDS** **On page 107, what does estimate mean?** (*Estimate* means “a rough guess about an amount.”) **How does the text help you understand this word?** (If the United States Geological Survey estimates that the number may be three or four times higher, it means they are not exactly sure.)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


HOMOGRAPHS Point out the word *object* in the first full paragraph on p. 109. Tell children that some English words have the same spelling but different pronunciations and meanings. *Object* can be pronounced (ahb-jikt) and mean “a thing.” It can also be pronounced (uhb-jekt) and mean “disagree.” Have children read aloud the sentence on p. 109 with the correct pronunciation of *object*. (uhb-jekt)


STRATEGIC SUPPORT


SIGNAL WORDS Tell children that on p. 107, the word *but* signals a contrast. The author uses it to show that something is different from what was originally thought. *672 people were listed as dead or missing but the number should have been higher.* Point out that the word *so* signals an effect or result. *They shipped the bodies back to China so the real number will never be known.*

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Understand text features.  **RI.2.5**

Connect historical and scientific events to the story.  **RI.2.3**

BENCHMARK VOCABULARY

- insurance, p. 108
- ruins, p. 108

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 108, with the words *insurance* and *ruins*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *insurance*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *ruins*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 192 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Vocabulary



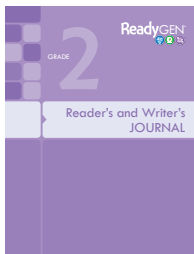
COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Review the genre, historical fiction. Think-aloud about this kind of genre and why the author included an Afterword. *The Earth Dragon Awakes is a fictional story, but the author includes factual information. The Afterword gives reader details about what really happened during the Great Earthquake. These facts help readers understand the connection between the story events and the historical events.*

As a whole class, look for other reasons the author included an Afterword. Then have children share how the Afterword helped them better understand the story. For example, revisit pp. 110–111 where the author talks about his personal connection to earthquakes. Discuss how the author's earthquake experiences may have inspired characters and story events.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Have children think about the information presented in the Preface and Afterword and answer this question: *Were text features such as the Preface and Afterword helpful to your understanding of the story? Why or why not?* (Possible response: Yes; without the Preface and Afterword, I would not have known that the story was based on a real earthquake.)



Reading Analysis

CONNECT EVENTS AND IDEAS Explain that the author based the story on real historical events, allowing readers to make connections as they read. He also explains scientific ideas so readers can better understand how and why earthquakes occur.

CITE TEXT EVIDENCE Revisit the Afterword and the main text. Have children write a story event in the first column and the scientific ideas or historical event it connects to in the second column.

- The Chinese characters believe that the Earth Dragon causes earthquakes. Write this in the first column of the T-chart. Reread page 9. What really causes earthquakes? (Plates bump against each other. When they bump very hard, it's called an earthquake.) Add this scientific idea to the second column of the T-chart.
- On page 103, Mr. Travis has decided to camp out in tents set up in Golden Gate Park. Now reread page 108. Why is Mr. Travis living in a tent? (The text says that survivors lived in tent cities around San Francisco.) Add this story event and historical event to the T-chart.

T-Chart

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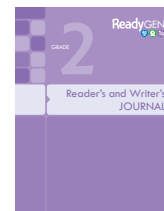
Independent Reading Practice

READING ANALYSIS: CONNECT EVENTS AND IDEAS Have children add two more connections to their T-charts. Remind them to list story events and the scientific idea or historical event to which they connect.

WRITING IN RESPONSE TO READING Have children turn to p. 197 in the *Reader's and Writer's Journal* to review this prompt: *Make two connections between the story and the facts in the Afterword.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for how facing challenges leads to change. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

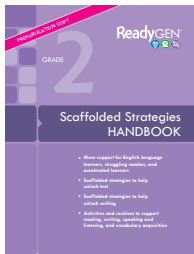
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Connect historical events and scientific ideas to the story.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to connect historical events and scientific ideas to the story,

then...use the Reading Analysis lesson in small groups to help them understand how factual information in the text can help them better understand story events.

If...children need extra support to understand the historical fiction text,

then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 110–112.

READING ANALYSIS

Reread p. 9 with children. Have them tell in their own words what happens in an earthquake. Then have them reread the last sentence on p. 18. Discuss how understanding the science behind earthquakes helps them understand why “the earth shook so terribly.”

CLOSE READING WORKSHOP

READ *The Earth Dragon Awakes* pp. 110–112 Read the text on these pages aloud as children follow along. Talk about the historical details and personal connections these pages give to readers.

- 1 How are these pages different from the pages in the main part of the text? (The text gives facts rather than telling a story.)
- 2 Why does the author tell readers that the details about the earthquakes and fires are based on facts? (If readers didn't know they were based on things that really happened, they might think they were made up. For example, the stampeding cattle seems like it would be an imaginative detail rather than a real one.)
- 3 What personal facts does the author share on these pages to help readers understand his connection to the earthquake? (The author says that his grandfather was a houseboy like Ah Sing. He was returning to America when the Great Fire threatened the waterfront. The author has also personally experienced many earthquakes in San Francisco.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to connect historical events and scientific ideas to the story,

then...extend the Reading Analysis lesson by having children work with a partner to discuss why the author based certain story elements on fact.

READING ANALYSIS

Have children revisit the Afterword of *The Earth Dragon Awakes*. With a partner, have children identify four facts, and then find places in the story where the author used these facts to build his story.

- Find four facts in the Afterword. For example, you might note that animals were nervous before the earthquake. Then find text evidence that shows how the author incorporated the fact into the story. For instance, Henry's dog Sawyer was restless the night before the earthquake. He whimpered and kept waking his master. Flag those details.
- Together, make a two-column chart of facts and how they are incorporated into the story.
- Discuss why the author based story events on facts rather than making them up. (Possible response: Basing the story on facts makes it more believable and true to the historical events. Sticking closely to what actually happened shows respect for the people and the event.)
- Why do you think the author chose to include made-up characters rather than writing a nonfiction book about the earthquake? (Having made-up characters allows readers to feel what it was like to live through the earthquake. It gives us an emotional experience as well as a factual one.)

WRITING OBJECTIVES

Describe the connection between historical events and plot in fiction.



Identify past and present tense.



Writing

Narrative Writing

CONNECT HISTORICAL EVENTS AND PLOT

TEACH Review the idea that authors of historical fiction blend facts about historical events with made-up details to create the plot of the story. Explain that authors of historical fiction base the plot on facts in order to write accurately and realistically about historical settings and events.

Talk about the importance of connecting historical events with the plot when reading a historical fiction text. Explain that when authors write a made-up story based on an event that really happened, they have a responsibility to describe the event accurately. Using historical events to build the plot helps writers create a story that reflects a particular time and place in history.

During reading, readers can connect historical events to the plot by keeping some questions in mind as they read:

- Which events really happened?
- Which events are made up?
- How does the author use facts to write realistically about the made-up events?
- How do all of these elements work together to tell the story of a real event and time and place in history?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of historical events that connect to the plot. Revisit p. 109.

Recovery was even more difficult for the Chinese. Some fled the city. Those who tried to stay had a lot of trouble.

Wherever they went, some white citizen would object and the Chinese would then have to move to another spot.

The author presents this fact in the Afterword. It explains the challenge the Chinese faced after the earthquake changed everyone's lives.

Revisit p. 103 and read the text aloud.

“The people in San Francisco don’t want to let us go back to our old neighborhood,” Ah Sing sighs. “They want us to build a new Chinatown in Hunter’s Point.”

Though Ah Sing is a made-up character, the problem he describes in the story is based on fact—white citizens objected to the Chinese returning and kept making them move.

Explain to children that connecting real historical events with plot events in a historical fiction story can help them better understand why things happen and why characters think and say the things they do.

CONVENTIONS Past and Present Verb Tense

TEACH AND MODEL Review that a verb is an action word. When the action is happening now, the verb is in the present tense. When the action happened in the past, many verbs add *-ed* to express past tense.

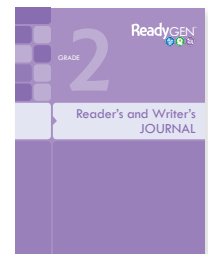
Present Tense: The earthquake **topples** a chimney on him.

Past Tense: The earthquake **toppled** a chimney on him.

Regular past tense verbs are often formed by adding *-ed* to the end of the verb.

APPLY Write the following present-tense verbs on the board: *live*, *dance*, *jump*, and *walk*. Have children change these present-tense verbs into past-tense verbs. Then have children choose one verb and use it in both a present-tense sentence and a past-tense sentence.

For additional practice with past and present tense, have children turn to p. 198 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVE

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* and the Enduring Understanding: *Learners understand that facing challenges leads to change.*

Explain that the class will write a sequence of events from Henry or Chin's life that is connected to a historical or scientific fact.

- **Choose Characters**—Take a class vote to decide whether the class will write a sequence of events from Henry's life or Chin's life.
- **Choose an Event**—Review the story with children and decide upon an event that they would like to write about. Again, take a class vote to choose an event, such as "Henry experiences the earthquake."
- **Brainstorm the Main Events**—Ask children to name the main events in sequence. For example, first Henry hears a rumbling sound, like an approaching train. Then his books bounce. Write these ideas on chart paper.
- **Write a Sequence of Events**—Once children have chosen a character, an event, and noted the sequence of events, begin writing a sequence of events. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of events, to revisit the appropriate pages in the book, and to use temporal words to show the sequence of events.

MODEL SCENE *Early on the morning of Wednesday April 18, Henry's dog Sawyer let out a howl. Henry sat up and tried to soothe his upset dog. As he petted his dog, he looked around his bedroom and caught a glimpse of his new roller skates. He was thinking about skating when suddenly he heard a sound like an approaching train. Then his books bounced on the shelves. When the shaking stopped, Henry took a breath. He thought the earthquake was over. After a moment, the rumbling noise began all over again. This time his books fell, his bed hopped, and the whole house shook. Now Henry started to worry.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT

Have children write a sequence of events from Henry or Chin's life that is connected to a historical or scientific event. Children will use temporal words to signal the order of events. Have children turn to p. 199 in the *Reader's and Writer's Journal* to review the writing task. They will write their sequence of events on a separate sheet of paper. Have children:



1. choose a character and sequence of events to retell.
2. write a sequence of events from Henry or Chin's life that is connected to a historical or scientific fact.
3. use temporal words that signal order.

Remind children to return to the Afterword to find historical or scientific facts about the earthquake. Then have them revisit the main text to find an event that connects to the fact or facts they identified. Have children check that they used the correct tenses for the verbs in their writing.

USE TECHNOLOGY Have children use computers or electronic tablets to write, if available.

Writing Wrap-Up



Ask volunteers to share their sequence of events with a partner. Have each partner then retell the events using temporal words to signal the order. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

TEMPORAL WORDS Help children use temporal words by providing sentence frames such as *First, _____. Then _____. Next, _____. Finally, _____*. Have children complete the sentence frames with events from the story. Encourage children to make a list of temporal phrases to use as well, such as “in the evening” or “later that night.”

STRATEGIC SUPPORT

VERB TENSES Help children use a consistent verb tense in their writing. All of their sentences should be in either the present tense or the past tense. They should not switch tenses. Guide children to correct any verbs that are not in the right tense.

LESSON

7

LESSON 7 OBJECTIVE

Determine the central message of the story.



READING OBJECTIVES

Understand how characters respond to events and challenges.

Use text evidence to answer questions during a close reading.

Read Anchor Text

Build Understanding

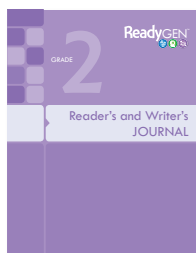
INTRODUCE Explain that the Enduring Understanding for this lesson is: *Learners understand that facing challenges leads to change.* Have children think back to the different ways that the characters in the story responded to the challenges created by the earthquake and the fires. Invite volunteers to share how the earthquake changed people’s lives and how it changed the city of San Francisco.

LESSON 7 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children quickly look through pp. 102–105. Remind children that the final chapter of a story usually wraps up the events and explains how characters have changed as a result of their experiences. Discuss how the last line of the story, “They’ll have enough adventures building a new city,” looks to the future. Review the Essential Question: *How do characters respond to events and challenges?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 102–105 Read the final chapter aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and on determining the central message of the story. Following the reading, discuss the questions below.

- How do the Traveses feel about the prejudice against the Chinese in San Francisco?
- Why does Chin tell Henry to keep the penny dreadful?
- What questions do you have?

Have children use p. 191 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on how the characters responded to the destruction caused by the earthquake. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** Reread the first paragraph on page 102. The author says that “. . . twenty thousand people have fled San Francisco by boat.” What does *fled* mean? (*Fled* means “ran away from danger.”) Which word in the next sentence gives you a clue to the meaning of *fled*? (*Left* means about the same thing as *fled*.)
- **BY-THE-WAY WORDS** The author describes the Traverses as *stubborn*. What does *stubborn* mean? (*Stubborn* means “not wanting to give in or change.”) Why do you think the author says the Traverses and others are *stubborn*? (They want to get back to San Francisco and start rebuilding. They don’t want to give in to the earthquake and the damage it has caused.)
- Why does Mr. Travis compare San Francisco to the moon? (The Great Earthquake and Fire have destroyed everything. There are just hills of rubble and everything is covered by mud and ash. It looks rocky and barren, like the surface of the moon.) **Integration of Knowledge and Ideas**
- What gives Mr. Travis confidence that people can’t wait to start over and that the city will be rebuilt? (He sees three men going through the rubble looking for good bricks.) **Key Ideas and Details**
- How has the earthquake changed Henry and Chin? (They are no longer bored and looking for adventure. They realize that excitement isn’t always good, and that they have plenty of adventures ahead of them as they help to rebuild the city.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


FIGURATIVE LANGUAGE Point out that on p. 105, Henry says that they had heroes “right under their noses.” Explain that if something is “right under your nose,” it is very close to you but you don’t see or notice it. When Henry says that they had heroes “right under their noses,” he means that their parents were heroes all along and they didn’t notice it until now. Have children share a time when something was “right under their nose.”


STRATEGIC SUPPORT

FIGURATIVE LANGUAGE Children may not understand what the author means when he says that Chin hopes the Earth Dragon will sleep a good long time. Review with children that the Chinese characters believed that the Earth Dragon was responsible for earthquakes. Chin wants the Earth Dragon to sleep so that there won’t be another earthquake for a long time.

READING OBJECTIVES

Identify how words supply meaning in a story.  RL.2.4

Correctly use words from the text.  L.2.6

Determine central message of story.  RL.2.2

BENCHMARK VOCABULARY

- confidence, p. 104
- courage, p. 105

Focused Reading Instruction

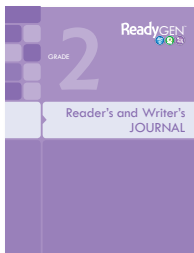
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes* pp. 104–105, with the words *confidence* and *courage*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *confidence*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *courage*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 192 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Remind children that Henry and Chin learn a lesson about what it means to be a hero. Think aloud about a lesson you learned from the story. *When I think of heroes, I usually think of people like firefighters and police officers. These people are heroes, but this story taught me that everyday people can be heroes, too. Henry's father showed that he was a hero by risking his life to save others.*

In small groups, have children talk about other lessons they learned from this book. Ask them to find text evidence to support their thinking. As children participate in collaborative conversations, make sure they ask their group members for clarification or further explanation as needed.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to reread the first paragraph on p. 105 and answer this question: *Do you agree with Henry that it takes more courage to rebuild a city than it does to capture outlaws? Why or why not?* (Possible response: I don't agree. I think it takes hard work and determination to rebuild a city, but it would be scarier to capture outlaws.)



Reading Analysis

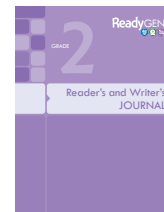
CENTRAL MESSAGE Review that authors often have a central message that they want to communicate to their readers. The central message is the lesson that the main character(s) learn. It may be directly stated, or readers may have to figure it out using the characters' words and actions.

CITE TEXT EVIDENCE As you revisit the story, have children consider the central message or lesson the author wants to get across to readers.

- **At the beginning of the story, who are Henry and Chin's heroes?** (The boys admire cowboys and Marshal Wyatt Earp.) **Who is Henry's hero at the end of the story? Cite text evidence.** (Henry's father is his hero. The text says, "Once Henry wanted to be like Marshal Earp. Now he wants to be like his father.") **What message is the author trying to communicate about heroes?** (Heroes can be people who have the courage to help others and do the right thing when others run away.)
- **On page 105, what does Henry say that helps communicate the author's message about heroes?** (He says, "And we don't have to look far for our heroes. They were right under our noses all this time.")

Independent Reading Practice

READING ANALYSIS: CENTRAL MESSAGE Have children turn to p. 193 in the *Reader's and Writer's Journal* and write the central message. Then have them write an explanation of how they can apply this message to their own lives.



WRITING IN RESPONSE TO READING Have children turn to p. 197 in the *Reader's and Writer's Journal* to review this prompt: *Do you agree with the boys that their parents are heroes? Do you think the boys are heroes? Use text evidence to support your opinion.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about the central message that the author wants to get across. Use the **Independent Reading Routine** on pp. TR48–TR51.


INDEPENDENT

Reading Wrap-Up



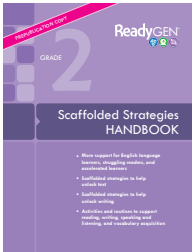
SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Identify the central message.  **RL.2.2**

Read fluently and expressively.

 **FS.2.4.b**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the central message,
then...use the Reading Analysis lesson in small groups to help them understand how the lesson a main character learns can reveal the central message.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Reread the first paragraph on p. 105 with children. Have them pay attention to what Henry says about courage and heroes. **Did Henry think his parents were heroes at the beginning of the story? Does he think they are at the end? What made him change his mind?** Have children locate text evidence that shows that Henry has learned that ordinary people can be heroes, too. Explain that this is the central message of the story, and can be found throughout the story in the chapters about the firemen and soldiers battling the Great Fire, Ah Quon saving Ah Sing and Chin, Chin saving his father, Henry saving his father, and so on.

ORAL READING

EXPRESSION Review that reading with expression means changing your voice to show the characters' feelings or how they are speaking. Remind children that word cues can help them read with expression. For example, the word *whispered* tells them that they should read very quietly. Have children follow along as you read aloud p. 105 of *The Earth Dragon Awakes*. Model using word cues, as well as story context, to read with expression.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the central message, **then...**extend the Reading Analysis lesson by having children work with a partner to discuss additional messages in the text.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have pairs discuss other messages the author expresses, such as what courage is and whether exciting is always better. Guide their partner discussions with these prompts:

- **How did Chin feel about excitement at the beginning of the story? How does he feel at the end?** (Possible response: In the beginning, Chin wants his life to be exciting. At the end, he's had enough excitement.) **What message might the author be trying to communicate about excitement?** (Excitement isn't always better than things being dull.)
- **What does Henry learn about courage?** (Possible response: Henry learns that courage doesn't always have to be exciting and risky. It also takes courage to stay when others would leave and to work hard to rebuild your life.) **What message might the author be trying to communicate about courage?** (Courage isn't just about being brave in the face of danger. It also takes courage to undertake a long and difficult task and find hope in a challenging situation.)
- **Write a paragraph explaining which of the author's messages is most meaningful to your life and why.**

ORAL READING

EXPRESSION Review that reading with expression means changing your voice to show the characters' feelings. Have children follow along as you read aloud p. 105 of *The Earth Dragon Awakes* with expression.

Have children read the same passage aloud, focusing on reading with expression. Monitor progress and provide feedback.

WRITING OBJECTIVES

Identify author's message. © RL.2.2

Identify nouns and verbs. © L.2.1

Write a narrative scene that conveys a message. © W.2.3

Writing

Narrative Writing

CENTRAL MESSAGE

TEACH Remind children that authors often have a message that they want to get across to their readers. The central message usually reveals the author's thoughts about a big idea, such as friendship, courage, honesty, loyalty, or kindness. The characters' words, actions, thoughts, and feelings help express this message.

Talk about the importance of recognizing the central message. Explain that sometimes the author will state the message directly. Other times, readers will have to figure it out, based on story events and what the characters learn from them. Point out that the central message of the story may not be clear until the end of the story.

During reading, readers can figure out the central message by keeping some questions in mind as they read:

- What happened?
- What did the main character or characters learn from what happened?
- What do they say and do that shows that they learned something?
- What does the author want *me* to learn from reading this story?
- How can I put the central message into my own words?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of things characters say and think that help reveal the central message. Revisit p. 105.

Henry looks at their parents sitting on the wagon. They aren't dismayed by the wreckage. They're ready to rebuild their city. That takes more **courage** than capturing outlaws.

Henry's thoughts help reveal the central message about courage. True courage is about being brave enough to do what needs to be done, no matter how difficult.

Continue with another example from p. 105.

He whispers to Chin, “And we don’t have to look far for **heroes**. They were right under our noses all this time.”

Here, Henry’s words reveal a message about heroes. Heroes can be anyone who has the strength to face challenges when others run away.

Explain to children that when they are writing narrative stories, they can reveal their central message through their characters’ thoughts, words, and actions.

CONVENTIONS Nouns and Verbs

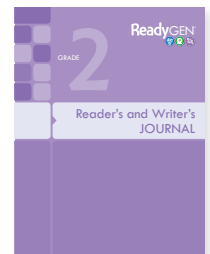
TEACH AND MODEL Remind children that nouns are a person, place, thing, or idea. Explain that nouns can act as the subject of a sentence, such as the noun *wall* in the example below. Remind them that verbs express action. Point out that a complete sentence contains a subject and a verb. Discuss the importance of checking that all their sentences are complete sentences when they write.

A charred **wall marks** where a **store** once stood.
The next moment **Sawyer leaps** off the **wagon**. **Henry** and **Chin jump** after him.

Wall and *store* are nouns. A wall is a thing and a store is a place. *Marks* is a verb. Have children identify the nouns and verbs in the next two sentences.

APPLY Have children write three complete sentences. Have them circle all their nouns and underline their verbs. Have them switch sentences with a partner and check their partner’s work.


For additional practice in identifying nouns and verbs, have children turn to p. 198 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Write a scene that conveys the message of the story.  W.2.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do characters respond to events and challenges?* and the Enduring Understanding: *Learners understand that facing challenges leads to change.*

Explain that the class will write a scene from Chin's or Henry's point of view that conveys the message of the story. The point of view and the message will be revealed through actions, thoughts, and feelings.

- **Choose a Character**—Take a class vote to decide whether you will write from Chin's or Henry's point of view.
- **Identify the Message**—Review pp. 102–105 and help children state a message about either courage or heroes. For example: Ordinary people can be heroes.
- **Brainstorm Thoughts, Feelings, Actions**—Ask children to name the thoughts, feelings, and actions the characters might engage in to reveal their points of view. For example, Henry realizes that their parents are heroes. What thoughts and feelings might he express? What actions might he do? Write these ideas on chart paper.
- **Write a Scene**—Once children have chosen a character, a message, and noted thoughts, feelings, and actions, begin writing a scene. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of thoughts, feelings, and actions; to revisit the appropriate pages in the book; and to think carefully about how they are conveying the message through the character's point of view.

MODEL SCENE *Chin didn't want the penny dreadful I found. He said he'd had enough excitement, and I had to agree. Before the earthquake, I thought that only people like cowboys could be heroes. Now I know differently. I looked at Chin's father and my parents sitting in the wagon, ready for anything. Other people would run away at a time like this. Many people did. But not our parents. They are true heroes. It takes courage to stay behind and rebuild a city that is now just ash and rubble. I turned and whispered to Chin, "We don't have to keep searching for heroes. We had heroes right here all along."*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing.

WRITING Have children choose either Henry or Chin and write a scene from that character's point of view that conveys the story's message. Children will flag text evidence that reveals the story's central message. Children will turn to p. 199 in the *Reader's and Writer's Journal* to review the writing task. They will write their scene on a separate sheet of paper. Have children:



1. flag text details that reveal the central message of the story.
2. write a scene from either Henry or Chin's point of view that conveys the central idea.
3. include details to describe how the character feels and what he is thinking.
4. describe the action of the character.

Remind children to return to pages throughout *The Earth Dragon Awakes* to find text evidence of how the author used the characters' thoughts, feelings, and actions to convey the central message. Make sure children write in complete sentences.

USE TECHNOLOGY Have children write their scenes using computers or electronic tablets, if available.

Writing Wrap-Up



Ask volunteers to share their scenes with a partner. Have each partner then summarize the central message that was expressed in the scene. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POINT OF VIEW Because the story is written in the third person, children may need support to write a scene in the first person. Make sure children understand that when they are writing from the point of view of a story character, they should use the pronouns *I* and *me*. Provide this model: *I think my parents are heroes.*

STRATEGIC SUPPORT

CENTRAL MESSAGE Have children who struggle with finding text evidence work with you to find phrases or sentences that convey the central message. In particular, have children examine pp. 104–105.


LESSON


8

LESSON 8 OBJECTIVE

Compare and contrast the different points of view of characters.  **RL.2.6**

READING OBJECTIVE

Use text evidence to answer questions during a close reading.  **RL.2.1**

 See Text Complexity Rubrics on pp. TR92–TR95.

Read the Text

Build Understanding

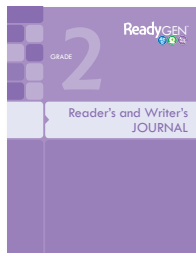
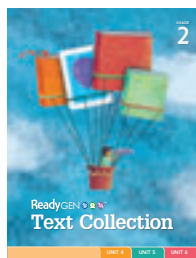
INTRODUCE Tell children that they will be reading a realistic fiction short story about a Japanese man and his wife who face a challenge when a tall building is built in their neighborhood. Readers learn the characters’ opinions of the new building through their thoughts, feelings, and actions. Explain that the Enduring Understanding for this lesson is: *Writers understand that a characters’ actions, thoughts, and feelings are revealed through details.*

LESSON 8 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce the story *Seek the Sun* on p. 5 of the *Text Collection, Volume 2*. Tell children that although the story is fiction, or made up, it is based on a real court case in Japan where four neighbors experienced the same problem as the characters. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Seek The Sun* Read the whole story aloud as children follow along in their texts. Use the **Read Aloud Routine** on pp. TR40–TR43. As children revisit the story throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the text, including who the characters are, where the story takes place, and what is happening. Following the reading, discuss the questions below.

- What problems did the new building cause in the neighborhood?
- How did the judge help the neighborhood, as well as all of Asakusa?
- What questions do you have?

Have children use p. 191 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they demonstrate understanding of the characters, setting, and events. Use the following prompts to lead the discussion.

- **How does the author use details to show what the two main characters are like?** (She mentions that a sandalmaker and his wife have been going to the temple to pray for fifty years, so we know that they are religious and are not young. Both characters take the fortunes they choose seriously, sometimes struggling to determine what they mean. The sandalmaker's loving concern for his plants shows that he is a caring person.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 5, the text says that each time the couple went to the temple they chose a paper fortune. The fortune might be good or bad. What is a *fortune*? (A fortune is a prediction about a person's future.)
- **BY-THE-WAY WORDS** On page 5, we learn that one week their fortune *announced* and the next week their fortune *advised*. What does *announced* mean? (*Announced* means "stated or told publicly.") What does *advised* mean? (*Advised* means "told someone what they should do.") What advice does one fortune give? (It tells the couple to seek the sun each day.)
- **How do clues on page 5 help paint a picture of the setting, or where the main characters live?** (The clues help readers picture the little wooden house and the sunny street. They also name the city in which the couple lives.) Which detail is especially important in this story? (The fact that in the beginning they live on a sunny street.) **Key Ideas and Details**
- **How does the author use the fortunes to weave the story together?** (The characters find a way to seek the sun by going to the judge. An empty lot becomes a sunlit park.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


VOCABULARY Children may need help understanding the meanings of some of the words in the story, including *sandalmaker*, *temple*, *nine-story building*, *shadow*, *judge*, and *bonsai* (a tiny tree or shrub grown in a pot that originated in Japan). Use pictures, props, and explanations to support children's understanding of these words.

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Help children understand that even today fortunes are available to visitors at Japanese shrines or temples. Tell children that if they ever visited one of these temples they would see thousands of paper strips fluttering in the breeze.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Identify points of view.  **RL.2.6**

BENCHMARK VOCABULARY

- tatami, p. 6
- tofu, p. 6

Focused Reading Instruction

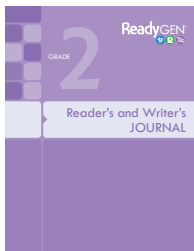
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Seek the Sun*, p. 6, with the words *tatami* and *tofu*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *tatami*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *tofu*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 192 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Remind children that the fortune “Seek the sun each day” gave the couple some advice.

You may wish to think-aloud about text details that show what happened to make following this advice difficult. *When the characters in **Seek the Sun** chose this fortune, the wife thought it would be easy, because it was spring and the sun is always shining. Then, though, a building was constructed on an empty lot nearby and its shadow blocked the sunlight.*

As a whole class, have children discuss how the characters in the story figure out a way to follow the advice. Ask children if they think this fortune is good advice. Discuss how children might follow the same advice in their lives. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the advice in the fortune: *Do you think that sunshine is really that important in a person's life?* (Possible response: Yes, because people feel better on sunny days.)



Language Analysis

POINTS OF VIEW In *Seek the Sun*, the neighbors and the builder view the impact of the building in very different ways.

CITE TEXT EVIDENCE Revisit p. 8. Focus on points of view and how the author reveals those points of view through what the characters say. Use the following prompts to guide discussion:

- The neighbors testified before the judge about what had happened since the tall building went up. How does the sandalmaker's wife describe the situation? ("Our house is cold," "clothes don't dry," "bed quilts smell musty," and "tatami mats are gathering mold.") How does the sandalmaker describe the situation? ("My sandal shop is dark... I cannot see well enough to work.") How does what these two characters say help you understand their viewpoint about the building? (These characters are both upset and share the viewpoint that the tall building is to blame for their current problems.)
- How does the builder's point of view differ from the neighbors' viewpoints? (The builder feels that the building is necessary because it provides needed office space and there isn't enough land.)

Independent Reading Practice

LANGUAGE ANALYSIS: POINTS OF VIEW Have children compare and contrast the points of view of the neighbors with the sandalmaker and his wife, and with the builder. Have children write on p. 195 in the *Reader's and Writer's Journal*.

WRITING IN RESPONSE TO READING Have children turn to p. 197 in the *Reader's and Writer's Journal* to review this prompt: *Which point of view in the story do you agree with more: the sandalmaker or the builder? Use text evidence to explain.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for differences in points of view. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

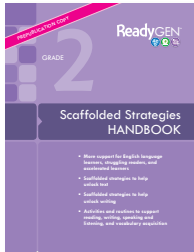
Reading Wrap-Up



SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Identify points of view.  **RL.2.6**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify points of view,
then...use the Language Analysis lesson in small groups to help them understand how characters' thoughts, feelings, and actions help define their points of view.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small groups to provide scaffolded support for p. 5.

LANGUAGE ANALYSIS

Read p. 8 with children. Review the townspeople's viewpoints about the tall building and why they felt that way. Then discuss the connection between the lack of sun and what happened as a result. For example, ask children why the sandalmaker's house would be cold all the time (because there is no warm sun shining through the windows) or why the sandalmaker can't see well enough to work (because there is no sun to provide light). Have children use text evidence that helps them understand why the characters have their points of view.

CLOSE READING WORKSHOP

READ *Seek The Sun* p. 5 Read the text on this page aloud as children follow along. Talk about how the author uses words and phrases to supply meaning to the story.

- 1 **How does the author let you know that the sandalmaker and his wife took each fortune seriously?** (The text says that after they chose a fortune, they "studied it for awhile.")
- 2 **How does the author help you visualize what happens to the fortunes the characters chose?** (The author states that they would tie the fortune to a tree, along with the others that were already there. The text says the fortunes would flutter in the breeze, so I can imagine a lot of paper strips dancing in the wind.)
- 3 **What temporal or sequence words does the author use to show the passage of time?** (*after, one week, the next week*)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify points of view,
then...extend the Language Analysis lesson by having children work with a partner to discuss the judge's point of view and how it compares with the townspeople's and the builder's.

LANGUAGE ANALYSIS

Have children revisit the first four paragraphs on p. 9 in *Seek the Sun*. With a partner, have children discuss how the judge feels about each side's point of view. Guide their partner discussions with these prompts:

- **How does the author show that the judge is somewhat open to the builder's viewpoint?** (The judge says, "When a city prospers, it does need more space to grow.")
- **How does the judge show that he hears what the neighbors say?** (He says that we must remember that people live in a city and there are consequences to putting up high buildings. He also says, "Sunshine is essential to a comfortable life" and that right must be "protected by law.")
- **How does the author reveal the judge's eventual point of view about this problem?** (The author reveals it through the judge's words and actions. He orders the builder to pay the sandalmaker and his neighbors for taking away their sunshine. He also puts a stop to constructing buildings tall enough to block the sun in the narrow streets of Asakusa.)

WRITING OBJECTIVES

Understand how point of view is shown through a character's thoughts, feelings, and actions.

 RL.2.6, RL.2.3

Identify irregular verbs.  L.2.1.d

Writing

Narrative Writing

POINTS OF VIEW

TEACH Review that authors use details to describe characters' actions, thoughts, and feelings, and that these details often help show the different characters' points of view.

Tell children that characters sometimes do not see eye to eye about things that happen in a story. Some characters may have one point of view about an event and other characters may totally disagree. This is one of the challenges that characters face. Different points of view allow readers to see both sides of an argument and to draw their own conclusions. Point out that people sometimes disagree in real life, too, and that differing points of view make life richer and more interesting.

During reading, readers can keep track of the points of view of different characters by keeping some questions in mind as they read:

- How does the reader know who is telling what happened?
- How does the author show a character's feelings?
- How does the author show a character's thoughts?
- What words show action?
- How do all of these details relate to the character's point of view?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that express a character's point of view. Revisit the last paragraph on p. 7 and the first paragraph on p. 8.

"You would think a dragon had moved into the neighborhood!" he **cried**. "How can we wrestle with a dragon?"

"**We will find a way**," said his wife. "Our fortune said so."

The use of the word **cried** implies that the sandalmaker is very upset about the fierce wind. The words **we will find a way** show that his wife has a calmer point of view and confidence in the fortune.

Revisit p. 10 and read the dialogue at the bottom of the page aloud.

“Oh, no! Not another tall building!” **cried** the sandalmaker’s wife. “How can that be?”

“They are digging a very small hole,” **observed** the sandalmaker.

By her word choices, the author again shows differing viewpoints to the same situation. *Cried* and *observed* show how the characters viewed what was happening.

Explain to children that when they are writing narrative stories, they can bring their characters’ viewpoints to life by choosing just the right words to convey their actions, thoughts, and feelings.

CONVENTIONS Irregular Verbs

TEACH AND MODEL Remind children that an irregular verb forms its past tense in a different way than a regular verb does. The words *came*, *dug*, and *got* are irregular past-tense verbs.

Irregular verbs:

They **built** walls high up into the sky.

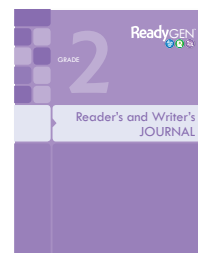
The houses **stood** in the shade of the tall building.

The breezes that once **blew** gently in Asakusa now whipped around the tall building.

The past tense of regular verbs end in *-ed*. Irregular verbs do not follow that pattern.

APPLY Write *build*, *built*, *grow*, *grew*, *stand*, *stood*, *blow*, *blew*, *tell*, *told*, *find*, *found*, and *tear*, *tore* on cards. Place the cards face up in random order. Have partners take turns matching the verbs that go together.


For additional practice with irregular verbs, have children turn to p. 198 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Write about a character's point of view.  W.2.3; RL.2.6

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

Explain that the class will write a scene for the story that expresses the point of view of either the builder or the neighbors. The points of view will be revealed through actions, thoughts, and feelings.

- **Choose Characters**—Remind children that in *Seek the Sun* the builder and the neighbors had very different viewpoints. Take a class vote to choose which viewpoint to write about. Children will write to express the chosen character's point of view.
- **Review the Event**—Review pp. 8 and 9 with children and discuss how the characters felt about the big building going up.
- **Brainstorm Thoughts, Feelings, Actions**—Ask children to name thoughts, feelings, and actions the characters might engage in as a result of the building being erected. For example, when the neighbors realized just how important the sun is, they may have become even more upset about the new building. What thoughts and feelings might a character express? What actions might result? Write these ideas on chart paper.
- **Write a Scene**—Once children have decided on who to write about and noted thoughts, feelings, and actions, begin writing a scene. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of thoughts, feelings, and actions; to revisit the corresponding pages in the book; and to think carefully about how they are revealing the characters' points of view.

MODEL SCENE *When the building was complete, the neighbors gathered outside their homes, shaking their heads in disbelief. "Why didn't we appreciate the sun when we had it?" the sandmaker asked. "Every day it provided us with light and warmth. It helped my plants to grow. This is a terrible day." The neighbors knew there was no way to get the building torn down, but maybe they could at least get the builder to understand their feelings. They decided to invite him to tour their homes. They doubted they could get him to change his mind, but at least he would see what they were going through.*



Independent Writing Practice

Children should apply the steps followed in the Shared Writing activity to their own writing.

FORMATIVE ASSESSMENT Have children choose the point of views of the builder or neighbors affected by the building's shadow. Children will flag text evidence that reveals the character's point of view. Then, on a separate sheet of paper, children will write a story scene that expresses the builder's or the neighbors' point of view. Children will review the writing task on p. 200 in the *Reader's and Writer's Journal*. Have them:



1. flag text details that support their character's point of view about the tall building.
2. write a scene that reflects their character's point of view.
3. use thoughts, feelings, and actions to reveal their character's point of view.

Have children revisit pp. 8–9 of *Seek the Sun* to find text evidence of thoughts, feelings, and actions that reveal the character's point of view. Have children check that they spell irregular verbs correctly.

USE TECHNOLOGY Have children work on computers, if available.

Writing Wrap-Up



Ask volunteers to share their scenes with a partner. Have each partner then summarize how the two characters' points of view compared to one another. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IRREGULAR VERBS Have children turn to p. 7 in *Seek the Sun* and point out the following irregular verbs: *kept*, *grew*, *blew*, and *tore*. Read the sentence that uses each word and discuss what it means. Point out that each word tells what happened in the past. Help children identify the present form of each verb. Then say one of the present or past tense verbs and have children use it in an oral sentence.

STRATEGIC SUPPORT

POINT OF VIEW For children who struggle to determine the points of view of the neighbors, suggest that they put themselves in each character's place. Ask questions such as, "How would you feel about the building if your house were cold and your clothes didn't dry?" or "... if your shop were dark and you couldn't see?"

LESSON

9


LESSON 9 OBJECTIVE

Compare and contrast how different characters respond to a challenge.  **RL.2.3**

READING OBJECTIVES

Use beginning dictionaries to determine or clarify meanings of words.

 **L.2.4.e**

Use text evidence to answer questions during a close reading.  **RL.2.1**

Read the Text

Build Understanding

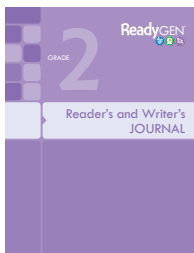
INTRODUCE Have children focus on the following Enduring Understanding as you read pp. 5–8 in *Seek the Sun* and work through the lesson: *Readers understand that characters face challenges in stories.* Have children make a mental note of the characters and the problems they encounter as they listen to the story.


LESSON 9 FIRST READ

Explore the Text

ENGAGE CHILDREN Review with children the major events in *Seek the Sun*. Tell children they are going to reread pp. 5–8 in the *Text Collection* to learn more about how the characters react to the challenges they face. Tell children the Essential Question to focus on today: *How do characters respond to events and challenges?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** *Seek The Sun* pp. 5–8 Before you begin reading, remind children that the story takes place in Japan and was inspired by something that really happened. Use the **Read Aloud Routine** on pp. TR40–TR43. As you read aloud, children can follow along in their books. Children should focus on the various problems faced by the characters and how they respond to them. Following the reading, discuss the questions below.

- How do the sandal maker and his wife feel about the fortunes?
- How did the tall building change the weather in the neighborhood?
- What questions do you have?

Have children use p. 191 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they demonstrate understanding of the characters, setting, and events. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** On page 6, the text describes how the men and machines began constructing the building. It says they “dug a square hole in the ground and drove pilings deep down into the earth.” *Pilings* is a word used in construction, so we don’t hear it often. Remind children that sometimes it is best to refer to a dictionary to find the meaning of an unfamiliar word. Help children use a dictionary to determine that pilings are posts pushed deep in the ground that support a building.
- **BY-THE-WAY WORDS** On page 6, we also learn that the building towered above all the others. How does the author help us understand what *towered* means? (She states that the walls went “high into the sky—one hundred and fifty-four feet high.” *Towered* must mean “rose way above.”)
- We know that the sandalmaker and his wife are the main characters in the story. What do those characters have in common with the other important characters? (They all live on the same street, and they all face the same challenge.) **Key Ideas and Details**
- What details does the author use to show that the winds on page 7 were really strong? (The text says the winds “lifted the wife’s skirts,” “tore up her umbrella,” “spun dust and dirt into swirling tornadoes,” and “uprooted the sandalmaker’s precious plants.”) **Key Ideas and Details**
- What does the sandalmaker’s wife’s response to the high winds show about her? (It shows that she doesn’t get rattled or upset easily.)

Integration of Knowledge and IdeasScaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

MULTIPLE-MEANING WORDS English language learners may need support understanding the meaning of the word *drove* on p. 6. Tell children that some words have more than one meaning so readers should use context clues to determine what the word means. Explain that in this context, *drove* means “to force by hitting.”

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Tell children that the word *story* on p. 6 means “floor or level.” Then help them understand the difference in height between the neighbors’ two-story houses and the new nine-story building. Create simple cutouts of a two-inch high house and a nine-inch tall building. Have children compare the heights of the two structures.

READING OBJECTIVES

Identify how words supply meaning in a story.  RL.2.4

Correctly use words from the text.

 L.2.6

BENCHMARK VOCABULARY

- tended, p. 7
- lovingly, p. 7
- precious, p. 7

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Seek the Sun*, p. 7, with the words *tended*, *lovingly*, and *precious*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *tended*. Then, using the information on pp. 2-3b as a guide, discuss where to place it on the word chart. Repeat for the words *lovingly* and *precious*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 192 in their *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Remind children that in *Seek the Sun*, things in the neighborhood changed when the tall building was erected. You may wish to think-aloud about what happened. *The building cast a huge shadow over the sandalmaker's and his neighbors' homes. The text on page 6 says that even on sunny days it was still dark and cold in their houses. Page 7 tells us that since the plants needed the warmth of the sun to grow, they began to grow weak and stopped bearing fruit.*

As a small group, have children discuss how every living thing needs the sun. Guide them to think about the interconnection between plants and animals, people, and the sun.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the author's central message: *Do you think the author does a good job of convincing readers that the sun is important in this part of the story? Explain your thinking.* (Possible response: Yes, because the author makes us realize that it would be cold and dark without the sun and that plants wouldn't survive.)



Reading Analysis

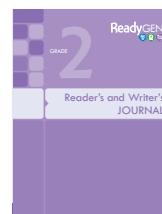
CHARACTER RESPONSES Remind children that different characters may respond to the same challenge in different ways. Some characters respond in a negative way and others may have a more positive response.

CITE TEXT EVIDENCE Revisit pp. 7 and 8. Have children discuss the challenges caused by the tall building and the responses of the sandalmaker and his wife. Use the following prompts to guide discussion:

- **What happened as a result of the building being erected? Why was this a challenge?** (The tall building cast a long shadow on the houses in a corner of Asakusa. The shadow prevented the sun from shining on those houses.) **Besides the lack of sun, what other challenge did the building create?** (The breezes turned into very strong winds that caused bad things to happen, like tearing the sandalmaker's wife's umbrella and uprooting the sandalmaker's plants.)
- **How did the sandalmaker respond to these challenges?** (He got very upset and angry.)
- **How did the sandalmaker's wife respond to the same challenges?** (She decided to find a way to solve the problem.)

Independent Reading Practice

READING ANALYSIS: CHARACTER RESPONSES Have children turn to p. 194 in the *Reader's and Writer's Journal* and write details about the sandalmaker's and his wife's responses to the problem.



WRITING IN RESPONSE TO READING Have children turn to p. 197 in the *Reader's and Writer's Journal* to review this prompt: *Give examples of why it would have been understandable if the sandalmaker's wife had gotten just as upset as her husband. Use text evidence to explain.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look at how characters face challenges. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

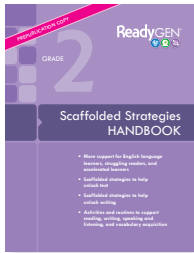
Reading Wrap-Up



SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Understand how characters respond to challenges.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the characters' responses, **then...**use the Reading Analysis lesson in small groups to help them understand the difference between negative and positive responses.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Reread the last paragraph on p. 7 and the first paragraph on p. 8. Point out that both the sandalmaker and his wife refer to the fortune about seeking the sun, but they respond in very different ways. The sandalmaker seems to give up right away, but his wife believes they will succeed. Tell children that the sandalmaker has a negative attitude and his wife has a positive attitude. Name the following responses and have children tell whether that character would be a negative or positive person: *always looks on the bright side; thinks nothing will turn out right; is hopeful and cheery; complains and grumbles; gives up easily; tries to find an answer.*

ORAL READING

PHRASING Remind children that reading with phrasing means reading related groups of words together. Tell children that they can use punctuation marks in the text to help them figure out how to read with appropriate phrasing. Explain that children should pause briefly at a comma and a dash and longer at a period. Have children follow along with you as you read aloud the first two paragraphs on p. 6 of *Seek the Sun*. Model reading related words together in the proper phrases and pausing at commas and dashes.

Have children read the same passage aloud, focusing on reading with phrasing. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand the characters' responses,
then...extend the Reading Analysis lesson by having children work with a partner to discuss the characters' responses and to tell which character they are more like.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Remind children that the sandalmaker and his wife responded very differently to the challenge in the story. With a partner, have children review the responses. Then have them share their response to a challenge they once had and tell which character they are more like. Guide their partner discussions with these prompts:

- **Which character responded in a negative way? How do you know?** (The sandalmaker's response was negative because he seemed to give up right away.)
- **Which character responded in a positive way? Explain.** (His wife's response was positive because she tried to find ways to solve the problem.)
- **Which character are you more like? Explain.** (Possible response: I am more like the sandalmaker's wife. Once I did poorly on a spelling test, and my mom was upset. Rather than making excuses, the next week I studied the new words every night and did much better on the test.)

ORAL READING

PHRASING Remind children that reading with phrasing means reading related groups of words together. Have children follow along with you as you read aloud the first two paragraphs on p. 6 of *Seek the Sun*. Model reading related words together in the proper phrases and pausing at commas and dashes.

Have children read the same passage aloud, focusing on reading with phrasing. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Understand how writers use details to tell how characters respond to events and challenges.



Identify irregular verbs. L.2.1.d

Writing

Narrative Writing

CHARACTERS' RESPONSES

TEACH Review that readers learn a lot about characters by paying attention to how they respond to challenges. Authors include details that describe how characters feel, what they think, and how they act.

Tell children that just as in real life, things don't always go as planned, and people and characters in stories face challenges. How characters respond to challenges tells a lot about what they are like. As they read, readers should think about how they might respond in a similar situation. What might they think? Would they feel or act the same way?

During reading, readers can keep track of the characters' feelings, thoughts, and actions that help explain the characters' responses:

- Which character is responding to a challenge?
- What is that challenge?
- What details show a character's feelings?
- What details show a character's thoughts?
- How does the author show action?
- How do all of these details help show how the character responds?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of details that tell how characters respond to events and challenges. Revisit the last paragraph on p. 7.

"You would think a dragon had moved into the neighborhood!" he cried. "How can we wrestle with a dragon? How can we seek the sun each day here in the shadow of a tall building?"

The author shows how the sandalmaker feels about the new building by what he says. His response shows that he doesn't have much hope.

Revisit the first paragraph on p. 8 and read the wife's response to her husband's questions, as well as to the situation.

"We will find a way," said his wife.
"Our fortune said so. We will find a way to seek the sun, and our neighbors will help us. We will go to the courthouse and talk to the judge."

The author shows that the wife is a problem-solver and doesn't give up easily. Her words show that she thinks things through and comes up with practical solutions.

Explain to children that when they are writing narrative stories, they can show their characters feelings through what they say.

CONVENTIONS Irregular Verbs

TEACH AND MODEL Remind children that the past tense of an irregular verb does not end in *-ed*. For example, the words *went*, *had*, and *ran* are irregular past-tense verbs.

Irregular verbs:

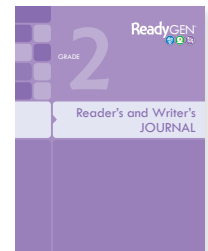
The long shadow of the building **kept** the sun from shining on all the houses in one whole corner of Asakusa.

The sandalmaker's holly tree **grew** weak in the shade.

An irregular verb does not follow the standard rule of adding *-ed* to the base word.

APPLY Say aloud the following past-tense verbs one at a time: *walked*, *sang*, *played*, *grew*, *wanted*, *cried*, *drank*, *went*, *was*, *tended*, *followed*, *caught*, *crept*, *fled*, *stayed*. Have children stand if they hear an irregular verb and then say the present tense of the word.

For additional practice with irregular verbs, have children turn to p. 198 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Write about how characters respond to major events and challenges.

 W.2.3; RL.2.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do characters respond to events and challenges?* and the Enduring Understanding: *Readers understand that characters face challenges in stories.*

Explain that the class will write how the characters in this part of the story respond to the challenge of the tall building. They will include details that describe how the characters feel, what they are thinking, and their actions.

- **Review Characters**—Remind children that the characters are the sandmaker and his wife. Children will describe how the characters respond to the challenge of the tall building.
- **Identify the Challenge**—Review pp. 6–8 with children and discuss what happened to upset the sandmaker and his wife. Ask a volunteer to tell what a challenge is. (a situation that causes a problem) Talk about the challenge the couple faces.
- **Brainstorm Thoughts, Feelings, Actions**—Ask children what details they should include to show each character’s response. What thoughts and feelings did the characters express? What happened as a result? Write these ideas on chart paper.
- **Write a Paragraph**—Remind children that they learned what each character was like through their responses. Children will describe how each character responded to the challenge in the story. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of thoughts, feelings, and actions; to revisit the corresponding pages in the book; and to think carefully about how the characters responded.

MODEL PARAGRAPH *The sandmaker was extremely upset as a result of the tall building. The high winds lifted his wife’s skirts, tore her umbrella, and even uprooted his precious plants. He compared the situation to a dragon moving into the neighborhood. When he asked how they could seek the sun each day, he showed that he didn’t have much hope for the future. His wife, however, refused to give up that easily. She said that she believed in the fortunes and that they would find a way. She didn’t rely on her own skills, but rather asked the neighbors for help. Her response showed that she was a much more positive person.*



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT Have children consider the responses of the sandmaker and his wife. Children will flag text evidence that reveals the characters' responses. Then, on a separate sheet of paper, children will describe how the characters responded to a major challenge. Children can review the writing task on p. 200 in the *Reader's and Writer's Journal*. Have children:



1. flag text details that support how each character responds to the challenge.
2. write how the characters respond to the challenge.
3. use thoughts, feelings, and actions to reveal the characters' responses.

Remind children to return to pp. 8–9 of *Seek the Sun* to find text evidence of thoughts, feelings, and actions that reveal characters' responses. Make sure children use verbs with irregular past-tense forms correctly.

USE TECHNOLOGY If available, have children use computers and electronic tablets to write their responses.

Writing Wrap-Up



Ask volunteers to share their writing with a partner. Have each partner point out characters' thoughts, feelings, and actions. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

IRREGULAR VERBS Have children turn to p. 6 in *Seek the Sun* and point out the following irregular verbs: *dug*, *drove*, *built*, and *stood*. Read the sentence that uses each word and discuss what the word means. Point out that each word tells what happened in the past. Help children identify the present form of each verb. Then say one of the present or past tense verbs and have children use it in an oral sentence.

STRATEGIC SUPPORT

CHARACTERS' RESPONSES Help children who struggle identifying text evidence find phrases and sentences on pp. 7 and 8 that describe the sandmaker's and his wife's responses.


**LESSON 10
OBJECTIVE**

Identify story structure and describe how a story's ending concludes the action and looks to the future.  **RL.2.5**

**READING
OBJECTIVES**

Understand that facing challenges leads to change.



Use text evidence to answer questions during a close reading.  **RL.2.1**

Read the Text

Build Understanding

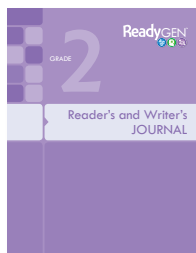
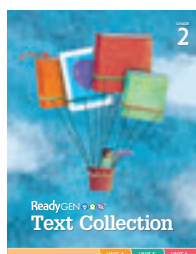
INTRODUCE Remind children that *Seek the Sun* is based on an event that happened in real life. Tell children that today they will learn about the changes that came about in Japan as a result of a similar court case there. Have children focus on the following Enduring Understanding as you read the story: *Learners understand that facing challenges leads to change.*


**LESSON 10
FIRST READ**

Explore the Text

ENGAGE CHILDREN Review with children the challenge facing the characters in *Seek the Sun* and how they responded to it. Tell children they are going to reread pp. 8–11 in the *Text Collection* to learn more about how the characters reacted to the challenges they faced. Remind children of the Essential Question to focus on today: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** *Seek The Sun* pp. 8–11 As you reread this part of the story, have children follow along as they are able. Use the **Read Aloud Routine** on pp. TR40–TR43. In this first reading, children should focus on the action taken by the characters to try to resolve a problem, and what change came about as a result of this. Following the reading, discuss the questions below.

- How does the builder explain why the new building had to be tall?
- Why did the sandalmaker and his neighbors stay in their neighborhood?
- What questions do you have?

Have children use p. 191 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they demonstrate understanding of the characters, setting, and events. Use the following prompts to lead the discussion.

- **What new characters appear in this part of the story?** (The tatami maker, the tofu maker, the judge, and the builder/owner of the building.) **What details does the author use to show that the judge is a fair man?** (The judge listened to what both the townspeople and the owner of the building had to say.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** On page 9, the judge agrees with the builder that “when a city prospers, it does need more space to grow.” If a city needs more room to grow, would it be doing well or shrinking? (doing well) **What does *prosper* mean?** (*Prosper* means “does well.”)
- **BY-THE-WAY WORDS** On page 9, the judge asks the owner of the building if he would like to live in a house without sunlight. In response, the owner bowed his head and said, “No.” **What does *bowed* mean?** (*Bowed* here means “bent the head and looked down.”) **Show what the owner did with his head. How do you think he felt?** (He felt embarrassed or ashamed.)
- **What change occurred as a result of the court case?** (The builder had to pay the sandal maker and his neighbors for taking away their sunshine. Builders could never again build buildings tall enough to block the sun all day in the narrow streets of Asakusa.) **Key Ideas and Details**
- **How does the title, *Seek the Sun*, reflect the main idea of the story?** (Throughout most of the story the characters are seeking the sun. For a time, however, they think this might no longer be possible. When a sunny park is built on an empty lot, the characters once again enjoy a light-filled space.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


UNFAMILIAR PHRASES Children may need help understanding the meaning of “a home away from home” on p. 11. Explain that a home away from home is a place where one feels comfortable and safe and enjoys visiting. Tell children that the sandal maker and his wife felt this way about the new park. Point out details in the story that show that the park was a nice place to visit.

STRATEGIC SUPPORT

KEY IDEAS AND DETAILS Help children understand the role of a judge and why he or she has so much power. Explain that like the judge in the story, judges should be fair and impartial, attentive listeners, and have a good grasp of the law. Judges command respect both in and outside the courtroom.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Recognize elements of text structure.

 **RL.2.5**

BENCHMARK VOCABULARY

- essential, p. 9
- protected, p. 9

Focused Reading Instruction

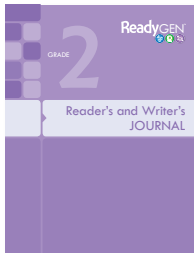
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Seek the Sun*, p. 9, with the words *essential* and *protected*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *essential*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the word *protected*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 192 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Tell children that each fortune played a part in moving the story along. When confronted with a challenge, the townspeople tried to “find a way” to “seek the sun each day.” You may wish to think-aloud about the role of the third fortune on p. 9. *The third fortune says, “Light will fill an empty space.” The sandmaker and his wife do not know what that means, but they think it sounds like something good will happen. I think the word light might refer to the sun, but I’m not sure where an empty space might be.*

Have partners discuss how the fortune, “Light will fill an empty space,” predicts what will happen at the end of the story. Guide children to understand how that fortune ties with the other fortunes. Make sure children point out specific text evidence to support their ideas.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the story's ending: *Do you think this was a good way to end the story? Explain.* (Possible response: Yes, because after dealing with the challenge of losing the sunshine, the characters now have a sunny place to enjoy.)



Language Analysis

STORY STRUCTURE AND ENDINGS Remind children that authors often organize their writing by telling what happens at the beginning, middle, and end of the story. The end of a story ties things up or provides closure.

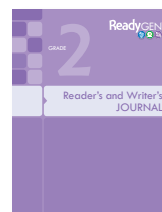
CITE TEXT EVIDENCE Have children describe how the story's ending concludes the action and looks to the future.

- **At the beginning, the shadow of a tall building prevents the sun from shining on the characters' houses. Why does this upset the characters?** (Their houses are dark, cold, and damp. The strong winds blow their things, and spin dust and dirt around.) **What happens in the middle?** (The characters ask a judge for help.) **How did he help them?** (He changed the laws about tall buildings.)
- **How does the author resolve the problem of the lack of sunshine at the end of the story?** (An empty lot is turned into a beautiful, sunlit park where people can relax and enjoy the outdoors.)

Independent Reading Practice

LANGUAGE ANALYSIS: STORY STRUCTURE AND ENDINGS

Have children turn to p. 196 in the *Reader's and Writer's Journal* and write a description of the park, including why it is so important. Tell children to include how the ending concludes the action in the story.



WRITING IN RESPONSE TO READING Have children turn to p. 197 in the *Reader's and Writer's Journal* to review this prompt: *Do you think knowing that the story is based on a real court case makes the story better? Why or why not?* Have children write on a sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for how authors conclude the action. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up



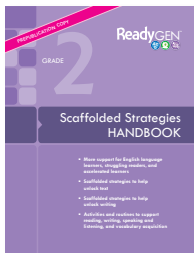
SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Understand the ending of a story.



Use text evidence to answer questions in a close reading.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to write a description of the park or understand how the ending brings closure to the story,

then...use the Language Analysis lesson in small groups to have them draw a picture of the park.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small groups to provide scaffolded support for p. 9.

LANGUAGE ANALYSIS

Reread the last paragraph on p. 11 and discuss with children what the park looks like. Talk about why the park is so important and why its construction is a good way to end the story. Then have children draw a picture of the park and write one sentence that describes it. Have children include characters from the story and details from the text in their picture.

CLOSE READING WORKSHOP

READ *Seek the Sun* p. 9 Read the text on this page aloud as children follow along. Talk about how the author uses words and phrases to supply meaning to the story.

- 1 **How does the author let you know that the judge is a fair-minded person?** (The text says that the judge listened to both points of view and found some truth in each.)
- 2 **Why is the judge's question "Would you like to live in a house without sunlight" important? How can you tell the question made the owner uncomfortable?** (The question forces the owner to put himself in the place of the other characters. By bowing his head he shows he better understands what the neighbors are going through, and probably feels bad.)
- 3 Assign children partners. Have the pairs talk about whether they think the judge's ruling was fair. Have children use text evidence to support their thinking.

EXTENSIONS

MONITOR PROGRESS

If...children understand story structure and how authors tie things up at the end of a story,


then...extend the Language Analysis lesson by having children work with a partner to discuss the impact of the park.

LANGUAGE ANALYSIS

Have children revisit the end of the story, beginning with the last paragraph on p. 9. With a partner, have children discuss how the park can be tied to all three fortunes and why it provides a good ending. Tell children to use text evidence to support their answers. Guide their partner discussions with these prompts:

- **How does the author show that the fortune “Light will fill an empty space” came true?** (The text says that one morning the couple saw men and machines working in an empty lot. The story continues, “the empty lot had become a park.” The text also says that it was a “light-filled space” and everyone enjoyed themselves “beneath the noonday sun.” We also see the sun shining in the pictures.)
- **How do the other two fortunes tie to the end of the story?** (The new park helps the characters “find a way” to “seek the sun each day.” It provides a place for people to sit and appreciate nature and for children to play in the sunshine.)
- Point out that the author could have ended the story after the second paragraph on p. 10. She says that the couple thought the lantern light that filled their house was the light the fortune was talking about, so there was no question about what the fortune meant. **What details does the author use to tell about the couple and bring closure to their situation?** (She says they were “happy where they lived and worked;” they liked being “next door to the shops, the temple they loved, and all their good friends;” they were proud to have helped change the laws, too.)
- Have children discuss whether they think this would have been a good ending for the story. Tell children to explain their answers.

WRITING OBJECTIVES

Discuss how to use storyboards to plan and organize thinking.  W.2.3, W.2.8

Identify irregular verbs.  L.2.1.d

Writing

Narrative Writing

WRITING PROCESS Planning

TEACH Review that authors organize a story's events from beginning to end in an order that makes sense. The beginning introduces the story and the ending tells what eventually happens to the characters and how a conflict is resolved.

Tell children that one way to retell a story is to do it through pictures. Children should first decide on the main events of the story from beginning to end and then illustrate each idea. Explain that this method is called storyboarding.

As children read, they should think about how to use a storyboard to plan and organize their thinking. Tell children to keep these questions in mind as they read and to think about how they would illustrate each event:

- How does the author introduce the main characters at the beginning of the story?
- How does the author introduce the problem?
- How do the characters try to solve the problem?
- What big event happens next?
- How does the author resolve the conflict at the end of the story?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

USE THE MODEL Through discussion, help children identify six main events from *Seek the Sun* that they will include on their storyboard. Begin by having children find details on p. 5 that give information about the main characters in the story.

Details about the characters:

- old sandalmaker and his wife
- prayed at the great temple
- chose a paper fortune after they prayed
- read the fortune and tried to decide its meaning.

The author introduces the main characters, the old sandalmaker and his wife, and describes something important they do each day.

Next revisit p. 6 and find details about what happens.

A big building was erected.
It towered above the other buildings.
It cast a big shadow.
It made the houses dark and cold.

The author introduces the major problem in the story. She tells what happened as a result of the tall building.

Explain to children that when they are planning a storyboard, they should think of details they can include in each picture.

CONVENTIONS Irregular Verbs

TEACH AND MODEL Remind children that some verbs are irregular. They do not form their past tense by adding *-ed*. The words *chose*, *fell*, and *led* are irregular verbs. Review other irregular verbs from the story.

Irregular verbs:

The breezes that once **blew** gently in Asakusa.

“Our house is cold all the time,” the sandal maker’s wife **told** the judge.

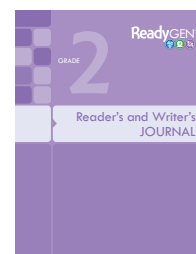
The sandal maker **read** their fortune out loud.

In the park, the sandal maker’s bonsai and holly trees **found** a new home . . .”


When children come across irregular verbs in a story, they should think about the corresponding present or past tense of that word. For example, *tell* is the present tense of *told*.

APPLY Have children go on a word hunt in the story. Call out a page number and give a clue for an irregular past tense verb, such as *On page 7, find an irregular verb whose present tense is keep* or *On page 10, find a past tense irregular verb whose present tense is tell*. Ask the person who finds the word first to read the sentence aloud. Continue with other irregular verbs in the story.

For additional practice with irregular verbs, have children turn to p. 198 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVE

Attend to a modeled writing task.  W.2.3

Narrative Writing

MODELED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* and the Enduring Understanding: *Learners understand that facing challenges leads to change.*

Explain that you will model how to create a storyboard that recounts the events of the story. You will review the story to determine important events to illustrate. The pictures will include details that describe actions, thoughts, and feelings of the characters.

- **Choose Events**—Ask children to think of important events in the story. Record ideas on chart paper. Tell children that a storyboard includes only the events that help move the story along. Review the list and have volunteers tell which unimportant ideas to cross out. Choose six events from the list that you feel retell the main events in the story. Number the events in the order they happened.
- **Identify Details**—Page through the book and find details to include in each illustration, such as thoughts, feelings, and actions of the characters. For example, the first picture might include the old couple reading a fortune at the temple. The characters would look happy and engaged.
- **Create a Storyboard**—Before drawing your storyboard, write a sentence that details what you will illustrate in each picture. Set up your storyboard so there are two rows with three pictures in each row.

POSSIBLE STORYBOARD

Row 1, Box 1: *The old couple at the temple looks at a paper fortune.*

Row 1, Box 2: *A huge building casts a dark shadow over the other buildings.*

Row 1, Box 3: *The upset townspeople talk to the judge.*

Row 2, Box 1: *The judge makes a ruling.*

Row 2, Box 2: *The couple finds another fortune.*

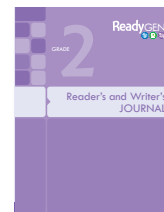
Row 2, Box 3: *A lovely, sunlit park is built on a vacant lot.*



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own creation of a storyboard as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT Before creating storyboards, children will identify story events and write a sentence that details what they will include in each picture on their storyboards. Then children will create a storyboard that recounts the events in the story. Children can review the writing task on p. 200 in the *Reader's and Writer's Journal*. Have children:



1. flag and number six events from the text they will use.
2. look for text evidence that describes each event. On a sheet of paper, write a sentence with details about each event.
3. make their pictures as detailed as possible, supporting the sentences they wrote.

Remind children to look carefully throughout the story to find text evidence and details that will help make their pictures come to life.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to write sentences about each picture.

Writing Wrap-Up



Have children use their storyboards to retell *Seek the Sun* to a partner. Ask children to identify the central message of the story. Help children understand the central message: “Good things happen to people who don’t give up.” Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DETAILS English language learners may find it difficult to understand how they can show characters’ feelings or thoughts in pictures. Explain that people often show their emotions through facial expressions. Name emotions felt by the characters: happiness, joy, anger, sadness, peace. As you say each word, have children show that emotion on their face. Then show a facial expression and challenge children to tell how you are feeling.

STRATEGIC SUPPORT

CREATING STORYBOARDS For children who have difficulty deciding on six events to use for their storyboards, suggest that they use four events instead. Have children page through the book and use the illustrations to help them. Point to each illustration and ask, “Does this show a main event or a detail?” Tell children to picture only the main events.


LESSON 11 OBJECTIVE

Compare and contrast different versions of the same story by different authors.  **RL.2.9**

READING OBJECTIVES

Describe how words and phrases supply rhythm and meaning in a story or poem.

 **RL.2.4**

Use text evidence to answer questions during a close reading.  **RL.2.1**

Read the Text

Build Understanding

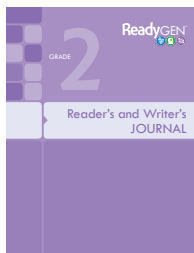
INTRODUCE Tell children that today they are going to read a poem about a dragon called “I Am Boom!” and two myths that explore the cause of thunder. Explain that myths are stories that are told to explain something in nature. Have children focus on the Enduring Understanding for this lesson: *Writers understand that a character’s actions, thoughts, and feelings are revealed through details.*

LESSON 11 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce “The Fool on the Hill,” “Mother of the Mountains,” and “I Am Boom!” on pp. 44–47 in the *Text Collection*. Ask how the text in “I Am Boom!” is different. Have children look at the illustrations in all three selections for clues about what causes thunder. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD “The Fool On The Hill,” “Mother Of The Mountains,” and “I Am Boom!” Introduce each selection and read it aloud as children follow along in their texts. Use the **Read Aloud Routine** on pp. TR40–TR43. As children revisit each selection throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the texts and thinking about how the authors use vivid details to tell each story. Following the reading, discuss the questions below.

- How are the three texts similar and different?
- Why are the animals so afraid of Boom the thunder dragon?
- What questions do you have?

Have children use p. 201 in the *Reader’s and Writer’s Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about how authors use language. Use the following prompts to lead the discussion.

- **Who is the narrator of this poem?** (Boom the thunder dragon) **How do you know that?** (The author uses the word *I* in the poem.) **What details does the author use in the first stanza of the poem to describe Boom?** (He says Boom is taller than the tallest trees, can stir whirlwinds when he whispers, and can create earthquakes and volcanoes.) **Key Ideas and Details**
- **How does the author structure the poem?** (He writes the poem in three stanzas and the last words in every other line rhyme. The first lines of the first two stanzas are the same.) **Why do you think the author uses a different font and increases the size of the words in the last line of each stanza?** **How would you read those lines?** (He wants to grab readers' attention and emphasize those words. Each time a word is bigger, I read it more loudly.) **Craft and Structure**
- **BY-THE-WAY WORDS** The author uses vivid verbs to describe reactions of other creatures to the thunder dragon. The text says that “fishes shiver,” “lions vanish,” “eagles tremble,” and “ogres faint” when Boom is around. Use actions to show what *shiver*, *vanish*, *tremble*, and *faint* mean. What do those words tell you about how the creatures feel about Boom? (They are afraid of him.)
- **How does “The Fool on the Hill” explain how thunder came to be?** (A wizard and his daughter laughed as the village fool noisily tumbled down the hill. The laughter and noise made thunder.) **Key Ideas and Details**
- **What do we learn from the Native American legend about what causes thunder?** (Native Americans believed that when the Mother of the Mountains was annoyed, she would stir up a batch of storm clouds. The clouds made thunderous booms.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


MYTHS Help children understand that a myth is a made-up story about why something happened. Explain that the Mother of the Mountains was a character that Native Americans made up to explain the cause of thunder. The wizard, daughter, and fool in “The Fool on the Hill” are also made-up characters that Russian people created to explain the cause of thunder.


STRATEGIC SUPPORT

VOCABULARY Help children understand some of the phrases used in “The Fool on the Hill,” such as *gotten it into his head*, *arming himself*, *stormed the castle hill*, and *toppled noisily*. Have kinesthetic learners act out the myth to help them understand the language and actions of the characters.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Compare and contrast texts.  **RL.2.2, RL.2.9**

BENCHMARK VOCABULARY

- tread, p. 47
- rear, p. 47
- snort, p. 47

Focused Reading Instruction

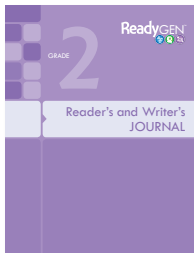
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *I Am Boom!* in the *Text Collection*, p. 47, with the words *tread*, *rear*, and *snort*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *tread*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart. Repeat for the words *rear* and *snort*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 202 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Vocabulary



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Compare the images in a think-aloud. In “*I Am Boom*,” the poet uses the image of a dragon to explain thunder. The dragon is very powerful and his actions cause many disasters. In “*The Fool on the Hill*,” thunder is explained in a more playful manner. Readers imagine “loud hoots of laughter” and the banging of a tea kettle, causing thunder. In “*Mother of the Mountains*,” the author uses the image of cooking. The Mother of the Mountains stirs up storm clouds, which eventually turn into thunder.

As a whole group, have children look through all three texts to find text evidence or picture details that illustrate the image of thunder. For example, the third stanza in “*I Am Boom!*” illustrates just how scary and loud the thunder dragon is. In “*Mother of the Mountains*,” the picture shows a very scary figure.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to review the three texts and then answer this question: *Which image of thunder do you think is the most realistic? Explain.* (Possible response: I think the image of the dragon is the most realistic because I am scared of thunder and the dragon is very scary.)

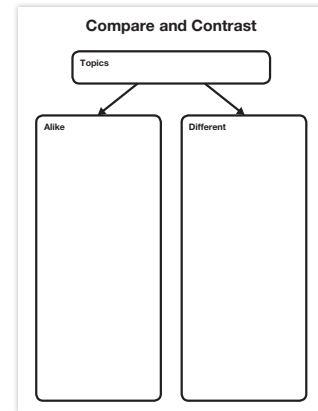


Reading Analysis

COMPARE AND CONTRAST Remind children that the poem and the myths all tell what causes thunder. Have children use text details to compare and contrast the different versions of the same story.

KEY IDEAS AND DETAILS Have children revisit “The Fool on the Hill” and “Mother of the Mountains” on pp. 44–45 and tell how the two myths compare. Fill in a Compare and Contrast graphic organizer as you discuss the following:

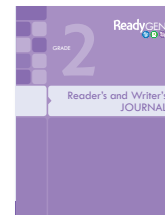
- People long ago had questions about what caused things in nature. Both of these myths answer a question. What is that question? (“What causes thunder?”) In the *Alike* column we can write that both texts are myths that explain what causes thunder.
- How does “The Fool on the Hill” answer the question about thunder? (Thunder is caused when a wizard and his daughter laugh at the village fool falling down a hill.) What do we learn in “Mother of the Mountains? (An old, wise spirit sometimes gets angry and stirs up a batch of storm clouds.) We can write this information in the *Different* column.



Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children complete a Compare and Contrast organizer to tell how “I Am Boom!” and “Mother of the Mountains” are alike and different. Remind them to use text evidence.

WRITING IN RESPONSE TO READING Have children turn to p. 205 in the *Reader’s and Writer’s Journal* to review this prompt: *Why do you think different cultures told myths about the same subject, such as what causes thunder?*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how different authors create different images of the same thing. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

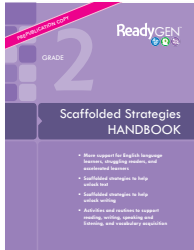
Reading Wrap-Up



SHARE WRITTEN RESPONSES Wrap up today’s reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Compare and contrast texts.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast texts,
then...use the Reading Analysis lesson in small groups to help them complete the Compare and Contrast Graphic Organizer.

If...children need extra support understanding a myth,
then...use the Close Reading Workshop in small groups to provide scaffolded support for “The Fool on the Hill.”

READING ANALYSIS

Revisit “I Am Boom!” and “Mother of the Mountains.” Suggest that children first compare and contrast the illustrations. Talk about how the dragon and the Mother of the Mountains both look scary and seem to be making loud noises. Have children identify details the authors used to describe the characters. Point out that in both selections, the authors used fire—the dragon snorted fire and the mother released bolts of fiery lightning. Guide children as they add this similar information to their charts. Then review differences in the texts.

CLOSE READING WORKSHOP

READ “The Fool On The Hill” on p. 44 Read this myth aloud as children follow along. Talk about how the author answers the question, “What causes thunder?”

- 1** In the other two selections, the authors use frightening images to tell what causes thunder. How is this story different? (This story is funny, whereas the others are serious and scary. The thunder in this story is actually caused by people laughing!)
- 2** What made the wizard and his daughter laugh so hard? (The fool looked very funny toppling down the hill with his homemade lance and shield, and with a tea kettle flying off his head.)
- 3** Assign children partners. Have the pairs talk about whether they think this myth provides a good answer to the question, “What causes thunder?” Why or why not?

EXTENSIONS

MONITOR PROGRESS

If...children can compare and contrast the selections,
then...extend the Reading Analysis lesson by having children write details about each text and then sort them according to each story.

READING ANALYSIS

Remind children that the poem and the two myths all contain details that helped them understand each text. Have children write five details from each selection on separate cards. Have them exchange their cards with a partner to sort according to selection. Use the following questions as springboards for children's writing:

- **What are some details the author includes to tell about Boom the thunder dragon?** (fire-breathing dragon; taller than the tallest trees; snorts fire; causes thunder, earthquakes, volcanoes, and hurricanes; frightens fish, lions, and eagles)
- **What details does the author include about the village fool?** (wants to save wizard's daughter; is armed with wooden lance and shield; protects head with tea kettle) **What happens to the poor simpleton?** (wizard frightens him with lightning; fool topples down hill)
- **What details help readers understand the cause of thunder in "Mother of the Mountain?"** (character sometimes got annoyed; stirred up heavy storm clouds; black as ink; alive with fire of her anger; clouds burst; made thunderous booms)

Have children write a paragraph about which details create the strongest images in their mind and which they find most interesting and convincing.

WRITING OBJECTIVES

Plan and write a first draft to tell what causes thunder.



Identify subject pronouns.

Writing

Narrative Writing

PLANNING AND DRAFTING

TEACH Tell children that before writing, authors plan what they are going to write. Then they write a first draft, which can later be revised and edited.

Remind children that “I Am Boom,” “The Fool on the Hill,” and “Mother of the Mountains” all answer the same question, “What causes thunder?” However, each author has a different version of the story. Explain that each selection includes details that provide an answer to the question and, in some cases, events that lead to the answer.

Readers can learn how an author approaches a subject by attending to the details the author uses to describe actions, thoughts, and feelings of the characters or words to tell the order of events. Children should keep some questions in mind as they read:

- What words does the author use to express feelings?
- What words express action?
- What details tell characters’ thoughts?
- What temporal words does the author use to show the order things happened?
- How do descriptive details supply meaning to the text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that describe a character’s feelings. Revisit “Mother of the Mountains.”

As long as she **felt pleased** with her people in the valleys below, she would . . .

But whenever she **was annoyed**, the Mother of the Mountains would . . .

Words that describe the character’s feelings help explain her actions. When she **felt pleased**, she was kind to the people below, but when she **was annoyed**, she was cruel.

Revisit “I Am Boom!” and discuss how details describe a character’s actions.

I stir whirlwinds when I whisper,
Mighty cyclones when I sneeze.

When I flap my wings in fury,
I create a hurricane.

The author’s word choices show how powerful Boom is. Just a whisper creates whirlwinds and a sneeze creates cyclones. A hurricane results when Boom flaps his wings.

Explain to children that when they are writing narrative stories, they should think about how details help readers visualize what is happening in the story.

CONVENTIONS Subject Pronouns

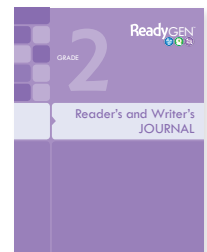
TEACH AND MODEL Remind children that a pronoun is a word that can be used in place of a noun in a sentence. Some pronouns are subject pronouns, which means they are used as the subjects of sentences. *I, he, she, we, it, you, and they* are subject pronouns.

Somehow, the fool had gotten it into his head that the lovely maiden was being held captive by a wicked sorcerer. So, from time to time, he would decide to rescue her.

The subject pronoun *he* stands for the noun *fool* in the sentence before it. We use pronouns so we don’t have to keep repeating someone’s name.

APPLY Pair children up. One child says a simple sentence. The other partner names the pronoun that could be used in place of the subject. For example, *The eagles trembled/They trembled* and *The maiden laughed/She laughed*.

For additional practice with subject pronouns, have children turn to p. 208 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Write an original myth about what causes thunder.

 W.2.3

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

Explain that the class will write another version of what causes thunder. The event will be revealed through actions, thoughts, and feelings of the characters.

- **Gather Ideas**—Ask children to come up with other ideas of what causes thunder. List ideas on chart paper. Then take a class vote to choose an idea to write about. Children will plan and write a first draft of their version.
- **Plan the Draft**—Have children decide if they want to write their myth as an elaborate event or tell the story as a sequence of events. Ask volunteers to describe how the story might be told each way. Again, take a class vote to choose how to construct the story. If you choose to tell the story as a sequence of events, review temporal words that signal event order.
- **Brainstorm Thoughts, Feelings, Actions**—Ask children to name the thoughts, feelings, and actions the characters might engage in to create a convincing story about what causes thunder. For example, have children describe the actions of characters who create scary, loud noises and the reactions of characters who hear those noises. Write these ideas on chart paper.
- **Write Another Version**—Once children have chosen characters, an event, and noted thoughts, feelings, and actions, begin writing a version of what causes thunder. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing.

MODEL VERSION *Once upon a time, in a world high above the clouds, there lived a large giant. It was his job to care for the forest, and he took this responsibility very seriously. Each day he would walk through the woods to inspect the trees. One day he noticed a tree whose leaves had shriveled. "Oh, no," the giant murmured sadly. "It looks like this tree needs to go. It's good I have my chainsaw." Crash! Bam! Boom! In the blink of an eye, the tree fell to the ground. Upon hearing the loud noise, the people below were terrified. "What was that horrible noise?" they gasped. "It came out of nowhere!" After much discussion, the people decided that it must have come from the clouds. They called it "thunder."*



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children think of another version of what causes thunder. Have children turn to p. 209 in the *Reader's and Writer's Journal* and plan their writing by making a list of ideas and thoughts, feelings, and actions the characters might engage in to create a convincing story about what causes thunder. Then have children write a first draft of their versions on a separate sheet of paper. Make sure children:



1. include an elaborate event or a short sequence of events.
2. use temporal words to signal event order, if appropriate.
3. reveal characters' thoughts, words, or actions.
4. provide a sense of closure.

Remind children to return to the myths on pp. 44–45 in the *Text Collection* to find text evidence and examples of how the author used thoughts, feelings, and actions to move the stories along. Have children use subject pronouns in their writing.

USE TECHNOLOGY Have children work on computers, if available.

Writing Wrap-Up



Ask volunteers to share their versions with a partner. Have each partner identify details that helped them understand the new version. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

TEMPORAL WORDS English language learners may need help determining how to use sequence words in a story. Explain that one way to show the sequence of events is to use words such as *first*, *next*, *then*, and *finally*. Writers might also use dates and times of day, such as *June 2* or *in the morning*.

STRATEGIC SUPPORT

NARRATIVE WRITING Tell children who struggle to think of original ideas about what causes thunder, to use one of the existing texts and expand upon it. For example, children might complete the following sentence frames about “I Am Boom!”: _____ when Boom roars; _____ when Boom dances; _____ when Boom booms!


LESSON 12
OBJECTIVE

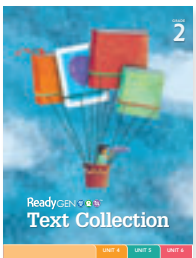
Learn about other cultures through stories.  RL.2.2

READING
OBJECTIVES

Compare and contrast texts.

 RL.2.9

Use text evidence to answer questions during a close reading.  RL.2.1



Read the Text

Build Understanding

INTRODUCE Tell children that today they are going to return to the texts they have previously read in the unit, *The Earth Dragon Awakes*, *Seek the Sun*, “The Fool on the Hill,” “Mother of the Mountains,” and “I Am Boom!,” to look for cultural references. Explain that *cultural* refers to the ideas, customs, and behaviors of a specific group of people. Have children focus on the Enduring Understanding for this lesson: *Writers understand that a character’s actions, thoughts, and feelings are revealed through details.*

LESSON 12
FIRST READ

Explore the Text

ENGAGE CHILDREN Review with children the cultures in *The Earth Dragon Awakes* (Chinese) and *Seek the Sun* (Japanese). Continue identifying the cultures in “The Fool on the Hill” (Russian) and “Mother of the Mountains” (Native American) in the *Text Collection*. Point out that although the poem “I Am Boom!” does not name a specific culture, many cultures have dragons. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

**READ ALOUD** *The Earth Dragon Awakes* and *Seek The Sun*

Read aloud from the last paragraph on p. 13 through the first full paragraph on p. 14 in *The Earth Dragon Awakes*, and the first paragraph on p. 5 of *Seek the Sun* in the *Text Collection*. Use the **Read Aloud Routine** on pp. TR40–TR43. After the reading, discuss the questions below.

- What did you learn about Asian cultures?
- In what way are the sandalmaker and Ah Quon similar?
- What questions do you have?

Have children use p. 201 in the *Reader’s and Writer’s Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE Have children read the first paragraph on p.15 in *The Earth Dragon Awakes* and the last paragraph on p. 9 and the first two paragraphs on p. 10 in *Seek the Sun*. During this guided close reading, have children focus on key ideas and details as they discuss the different cultures in the texts. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** On page 15 of *The Earth Dragon Awakes*, the text says that Chin hears mahjong tiles clacking. How does the text provide clues to the meaning of *mahjong*? (The very next sentence says, “In that game, players match pieces.” The pieces are tiles with symbols on them.)
- Why do you think the author includes mahjong in this story? (Mahjong must be a Chinese game because Chin and his neighbors are Chinese. The game is part of the Chinese culture.) **Key Ideas and Details**
- What other details in this paragraph tell how Chin’s neighbors spend their time? (Someone plays scales on a fiddle; people argue, they cry, and they laugh.) How are the people in Chinatown like people from other cultures? (They do the same kinds of things and experience the same emotions.) **Key Ideas and Details**
- How does the author of *Seek the Sun* help readers understand parts of Japanese culture? (The main characters in *Seek the Sun* visit the great temple each day. They pray and then choose a paper fortune. This is very important to them and is part of their culture. The text also says that the couple is happy living next to all their good friends, who also seem to play an important role in their lives.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


MULTIPLE-MEANING WORDS English language learners may be confused by the words *match* and *flights* as seen in the first two paragraphs on p. 15 in *The Earth Dragon Awakes*. Spend time explaining the meanings of these words in relation to this text and how those words have different meanings in other contexts.


STRATEGIC SUPPORT

CULTURAL WORDS Remind children that many people from other cultures speak languages that are different from our own, and that often words from other languages become common usage in English. For example, the word *tofu* from *Seek the Sun* comes from the Japanese language. Ask children if they can think of other words from other languages that they use in their own lives.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Compare and contrast stories.  **RL.2.9**

BENCHMARK VOCABULARY

- Chinatown, p. 12, *The Earth Dragon Awakes*

Focused Reading Instruction

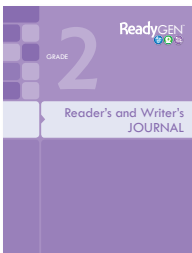
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 12, with the word *Chinatown*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pages TR62–TR67 teach the meaning of *Chinatown*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on the word chart.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 202 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Remind children that both *The Earth Dragon Awakes* and *Seek the Sun* use the image of a dragon. Compare how the authors use these images in a think-aloud. *The dragon in The Earth Dragon Awakes lives below the ground and stays quiet most of the time. When the dragon gets angry, however, an earthquake results. The ground shakes violently and great destruction occurs. The author in Seek the Sun compares the wind to a dragon. It whips around the tall building and makes life difficult for the sandalmaker and his wife.*

Have partners look through *Seek the Sun* to find text evidence or illustrative details that show how the wind is like a dragon. As children participate in collaborative conversations, have them build on what their partner has to say.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Remind children that dragons are included in some of the texts in this unit. Ask children to share an opinion about this question: *Why do you think dragons are a popular image in literature?* (Possible response: Some literature deals with frightening or unexplainable things, and dragons were thought of as powerful, scary creatures.)



Reading Analysis

COMPARE AND CONTRAST Remind children that the characters in *The Earth Dragon Awakes* and *Seek the Sun* are from different cultures. Readers can compare and contrast the stories and the cultural backgrounds of the characters.

CITE TEXT EVIDENCE Have children revisit the text in both stories as they answer the following questions:

- **How are the settings of the two stories similar?** (They both take place in neighborhoods that have strong ties to their cultures.) **How are the settings different?** (One takes place in San Francisco, the other in Japan.)
- **The characters in the stories come from different cultures. How are their backgrounds different?** (Chin and Ah Sing have relocated from China; the characters in *Seek the Sun* have lived in the same neighborhood for years.) **How are the characters the same?** (Ah Sing loves to chat with his neighbors; the sandalmaker and his wife do things with their neighbors, too. Some characters in both stories go to the temple to pray; characters in both stories help each other in times of need.)

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Remind children that people from different cultures may speak different languages and have different customs, habits, foods, and jobs. On p. 203 in the *Reader's and Writer's Journal*, have children use text evidence to list ways characters in the two stories are alike and different.



WRITING IN RESPONSE TO READING Have children turn to p. 205 in the *Reader's and Writer's Journal* to review this prompt: *What is similar about the dragon imagery in the stories? What is different?* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways different cultures are portrayed. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up



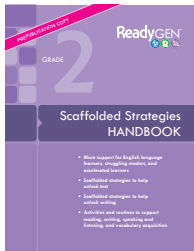
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Compare and contrast texts.



Read texts fluently with purpose and understanding.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare and contrast characters from different cultures,

then...use the Reading Analysis lesson in small groups to play a word game with children that will help them make comparisons.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Review with children how characters in the texts were alike and different. Then have children write *Dragon*, *Seek*, and *Both* on separate cards. Describe a character from one of the stories and have children raise the card that goes with the clue. For example, “Chinese,” “Japanese,” “goes to a temple,” “is friendly,” “helps people,” “lives in a tenement,” and “lives in a house.” Ask volunteers to give text evidence to support why they held up the card they did.

ORAL READING

PURPOSE AND UNDERSTANDING Explain that it is important for readers to read a text with a purpose and to understand the text. State a purpose, for example, *I want to read this to learn about another culture*. Then have children follow along as you read the second paragraph on page 10 in *Seek the Sun*. Model reading at an appropriate rate and reading accurately.

Have children read the same passage aloud. Stress to them that they should monitor their understanding as they read. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children can compare and contrast characters from different cultures,

then...extend the Reading Analysis lesson by having children discuss how relocating to the United States impacted the Chinese culture.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children revisit p. 12 in *The Earth Dragon Awakes*. With a partner, have children identify challenges the Chinese people encountered when they relocated to San Francisco. Guide partner discussions with these prompts:

- **How does the author show that Chin and his father had to make adjustments in their new home?** (The author describes San Francisco as a much bigger city than their small village in China. The houses are close together and are plain.)
- **What details does the author give to show that even language was a problem?** (The text says that “There are around ten thousand Chinese who live here. But not all of them speak the same dialect as [Chin] does. Though they come from China, he cannot always understand them.”)

ORAL READING


PURPOSE AND UNDERSTANDING Explain that it is important for readers to read a text with a purpose and to understand the text. State a purpose, for example, *I want to read this to learn about another culture*. Then have children follow along as you read the second paragraph on page 10 in *Seek the Sun*. Model reading at an appropriate rate and reading accurately.

Have children read the same passage aloud. Stress to them that they should monitor their understanding as they read. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Revise narrative writing about what causes thunder.

 W.2.3, W.2.5

Identify object pronouns.  L.2.1

Writing

Narrative Writing

WRITING PROCESS Revising

TEACH Tell children that after writers have written their first draft, they often decide to change things. Revising gives writers that chance. Writers may choose to omit something, add ideas, or correct something that isn't right.

Remind children that yesterday they wrote a first draft of a narrative about what causes thunder. Tell them that today they will revise their writing to make it better by adding more interesting descriptive words.

Explain that some ways to revise a piece of narrative writing is to add details that describe actions, thoughts, and feelings of the characters or to add words that tell the order of events. Tell children to keep some questions in mind as they revise:

- What words could I add to express feelings?
- What words could I add to express action?
- What details could I add to tell characters' thoughts?
- What temporal words could I add to show the order of events?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that tell what a character was thinking. Revisit the myth "The Fool on the Hill" on p. 44 in the *Text Collection* as an example.

Somehow, the fool had **gotten it into his head** that the lovely maiden was being held captive by a wicked sorcerer.

The author's word choice makes the writing more interesting. Just writing "the fool had thought" would have been less interesting.

Revisit “Mother of the Mountains” on p. 45 in the *Text Collection* and discuss how details describe a character’s actions.

... she would **spin light summery clouds out of cobwebs and morning dew.**

[She would] **stir up a batch of heavy storm clouds.**

The author chooses descriptive words like *light summery* and *batch of heavy* to describe the character’s actions.

Explain to children that when they revise narrative stories, they should think about how they can use more interesting language to make their story come alive.

CONVENTIONS Object Pronouns

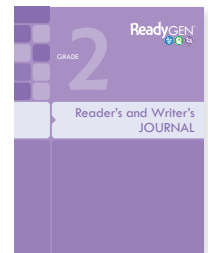
TEACH AND MODEL Remind children that an object pronoun is used after an action verb or in a prepositional phrase. It takes the place of a noun in a previous phrase or sentence. *Me, him, her, it, us, and them* are object pronouns.

Though it is late, Chinatown is still very busy. Chinese shop in the stores. They eat in the restaurants. Americans dine with **them.**

The object pronoun *them* stands for the noun *Chinese*. The subject pronoun *they* in the sentence before also refers to *Chinese*. We use object pronouns to vary our writing.

APPLY Write *me, him, her, it, us, and them* on cards and place them face down. Have a volunteer draw a card and use the object pronoun in a sentence. Continue until all the cards have been chosen.

For additional practice with object pronouns, have children turn to p. 208 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared narrative writing task.

 W.2.3, W.2.7

Revise narrative writing about what causes thunder.

 W.2.3, W.2.5

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* and the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

Explain that the class will revise what they wrote yesterday about what causes thunder.

- **Check Organization**—Ask children if the writing is organized in a clear, concise way. Discuss whether the beginning grabs readers' attention, the order that things happen make sense, and if the ending provides closure.
- **Plan the Revision**—Review the writing and decide what changes to make. Consider using more descriptive words, adding details, or deleting ideas that don't belong in the story.
- **Review Characters' Thoughts, Feelings, Actions**—Have children identify characters' thoughts, feelings, and actions. Decide if there is a better way to express the characters' thoughts, feelings, and actions.
- **Revise the Writing**—Together, decide where changes should be made and revise the class's narrative.

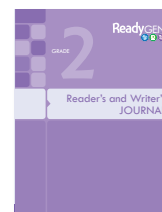
REVISED MODEL VERSION: Once upon a time, in a world high above the clouds, there lived a large **an enormous** giant. It was his job to care for the forest, and he took this responsibility very seriously. Each day he would **tromp** through the woods to inspect the trees. One day he noticed a tree whose leaves had **were brown and** shriveled. "Oh, ~~no~~ **my**," the giant murmured sadly. "It looks like this tree needs to **go be cut down**. It's good I have my chainsaw **with me**." Crash! Bam! Boom! In the blink of an eye, the tree fell **slammed** to the ground. ~~Upon hearing~~ **When the people heard** the loud noise, ~~the people below~~ **they** were terrified. "What was that horrible noise?" they ~~gasped~~ **cried**. "It came out of nowhere!" ~~After much discussion,~~ **Since** the people **could not come to an agreement,** they decided that it must have come from the clouds. They called it "thunder." **Now when people hear a loud crash, that's what they think it is.**



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice and revise their narrative first draft.

WRITING Have children think of ways to make their story about what causes thunder better. Then children will revise their story on a separate sheet of paper. Children will turn to p. 210 in the *Reader's and Writer's Journal* to review the writing tasks. Remind children to:



1. replace boring words with descriptive words.
2. add details so the story is easier to follow.
3. reveal characters' thoughts, words, or actions.
4. rewrite their beginning or conclusion to make it stronger.

Remind children to return to the texts read in the unit to find examples of how the authors used thoughts, feelings, and actions to enhance the texts. Have children use object pronouns in their writing.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to write their revised story.

Writing Wrap-Up



Ask children to share their revised story with a partner. Have each partner give constructive feedback regarding the revisions. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SYNONYMS Tell English language learners that they can often make their writing more appealing just by changing a word. Explain that when children decide to replace a word, they should think of other words that mean almost the same but that are more exciting. Have children brainstorm words that could be used in place of *said*. (*declared, announced, answered, revealed, uttered, voiced*) Discuss how these word choices make the writing more interesting.


STRATEGIC SUPPORT


REVISING Have children who struggle with revising their writing read it aloud so they can hear what it sounds like. Then suggest one way they might revise their story. For example, point to a sentence and say, "What word could you change in this sentence to make it more interesting?" or "How might you change the ending to make things come together?"

LESSON 13 OBJECTIVE

Compare the structure and conclusions of two stories.  RL.2.9, RL.2.5

READING OBJECTIVES

Describe how words supply meaning in a text.  RL.2.4

Use text evidence to answer questions during a close reading.  RL.2.1

Read the Text

Build Understanding

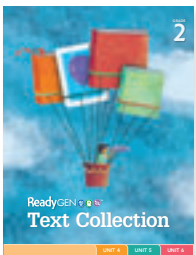
INTRODUCE Have children review the genre for both *The Earth Dragon Awakes* and *Seek the Sun*. If needed, remind children that both stories are historical fiction based on actual events that the authors researched and on which they built their stories. Explain that children will continue to compare the two stories in the lesson today. Then focus children on the Enduring Understanding: *Learners understand that facing challenges leads to change*.

LESSON 13 FIRST READ

Explore the Text

ENGAGE CHILDREN Have children turn to the preface in *The Earth Dragon Awakes*. Point out that the author wants readers to know even before they read the story that the events “are based on fact” and that the “many grand and terrible things” he describes are not made up. Discuss how knowing the events are true changes what a reader thinks about a story. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *The Earth Dragon Awakes* pp. 102–105 and pp. 110–111 and *Seek The Sun* pp. 10–11 Read aloud the conclusions of both stories and the factual information about the stories as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As you reread during the lesson, have children read in their books as they are capable. After the reading, discuss the questions below.

- How are the problems faced by characters in the two stories different?
- Which two characters from the stories are the most similar?
- What questions do you have?

Have children use p. 201 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 13
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the characters' thoughts, feelings, and actions of each story. Use the following prompts to lead the discussion.

- On page 102 of *The Earth Dragon Awakes*, how do people react to the earthquake? (Nearly 250,000 people flee the city by boat or train.) How does this fact tell you one change that occurred in San Francisco because of the quake? (The population of the city decreased greatly.) Explain the asterisk and footnote on this page. A footnote is usually a factual note or explanation by an author and refers to the point in the text where the asterisk appears. **Key Ideas and Details**
- **BY-THE-WAY WORDS** The author says, "But others are stubborn like the Travises." What does the word *stubborn* mean? (*Stubborn* means "not wanting to give in or change.") How does the word *But* help you compare the people, those who flee and those who stay? (*But* indicates a contrast.) How are the sandalmaker and his wife in *Seek the Sun* also stubborn? (They do not leave their home of 50 years despite the only light in the house being lantern light.)
- **BY-THE-WAY WORDS** The author of *The Earth Dragon Awakes* says, "The Travises are eager to return to San Francisco." What does the word *eager* mean? (excited, hopeful) How are the main characters of both stories feeling at the end? (They are all happy and hopeful about the changes that are occurring.)

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


PREFIXES Reread the second and third paragraph on p. 102 in *The Earth Dragon Awakes*. Point out the words *rebuild* and *reopened*. Cover the prefix *re-* in each word and have children read the words *build* and *opened*. Explain that the prefix *re-* means "again." Have children state the meaning of each word with the prefix and use the words in sentences.


STRATEGIC SUPPORT

CONTRASTING FEELINGS Reread the last two paragraphs on p. 103 and first three paragraphs on p. 104 in *The Earth Dragon Awakes*. Help children understand that the characters have not seen the total destruction of the city until this point. Contrast their feelings and how they silently stare until Mr. Travis sees others working, which renews his confidence.

READING OBJECTIVES

Identify how words supply meaning in a story.  **RI.2.4**

Correctly use words from the text.  **L.2.6**

Compare the structure of the two stories.  **RL.2.5, RL.2.9**

BENCHMARK VOCABULARY

- ruins, p. 104 in *The Earth Dragon Awakes*
- inspired, p. 11 in *Seek the Sun*

Focused Reading Instruction

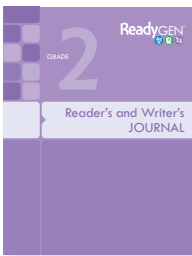
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, p. 104, with the word *ruins*, and the sentences from *Seek the Sun*, p. 11, with the word *inspired*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *ruins*. Then, using the information on pp. 2–3b as a guide, discuss where to place it on a word chart. Repeat for the word *inspired*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 202 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



Use the **Small Group Discussion Routine** on pp. TR36–TR39. In small groups, have children consider which fortune from the story *Seek the Sun* best fits the story *The Earth Dragon Awakes*. *There were three fortunes in Seek the Sun: "You will find a way," "Seek the sun each day," and "Light will fill an empty place."* Each fortune could relate to *The Earth Dragon Awakes*. The first fortune applies to facing challenges from the earthquake. The second fortune relates to smoke from the San Francisco fires. The third fortune applies to the new city that will grow out of the ruins.

Organize children into small groups and discuss which fortune from *Seek the Sun* best fits *The Earth Dragon Awakes*.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Have children answer this question with their opinion: *What inspires you most from these stories: an event, one of the fortunes, or one of the characters? Why?* (Possible response: I was inspired most by Chin as he faced extreme challenges. He helped dig for his father, and then he protected his father from the surging crowd at the ferry.)



Language Analysis

STORY STRUCTURE AND CONCLUSIONS Discuss the story structure of the two texts: *The Earth Dragon Awakes* is a novel with many chapters while *Seek the Sun* is a short story that can be easily read in one sitting.

CITE TEXT EVIDENCE Revisit the conclusions of both stories. Use the following prompts to guide discussion:

- **How are the conclusions in both stories similar?** (Both end on a positive note with the construction of something new.) **How are the conclusions different?** (In *Seek the Sun*, the park is done and the couple can enjoy it right away. In *The Earth Dragon Awakes*, the characters still have to rebuild their city, but they are eager to get started.) **How do both conclusions look to the future?** (In *Seek the Sun*, the characters know that they have changed the laws about future construction of buildings. In *The Earth Dragon Awakes*, the characters will rebuild their city.)
- **How do the conclusions in both stories tie to the Enduring Understanding: *Learners understand that facing challenges leads to change*?** (The main characters in both stories faced challenges, but they created change from those challenges.)

Independent Reading Practice

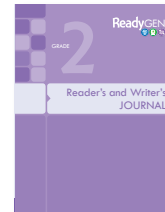
LANGUAGE ANALYSIS: STORY STRUCTURE AND CONCLUSIONS

Have children turn to p. 204 in the *Reader's and Writer's Journal* to write independently about the importance of the author's notes at the end of each story.

WRITING IN RESPONSE TO READING Have children turn to p. 205 in the *Reader's and Writer's Journal* to review this prompt: *Would the stories have been better written as informational texts focusing more on the facts of the historical events?*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to think about how challenges may lead people to make changes. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT


Reading Wrap-Up

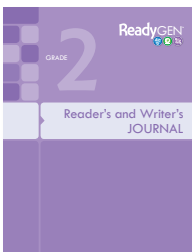
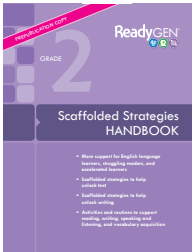


SHARE WRITTEN RESPONSES Wrap up today's reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Compare the structures of two stories.  **RL.2.5, RL.2.9**

Use text evidence and answer questions in a close reading.  **RI.2.1**



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare story structure and conclusions, **then...**use the Language Analysis lesson in small groups to help them compare the story structure and conclusions of the two stories.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

LANGUAGE ANALYSIS

Reread the first paragraph of the boxed text on p. 11 from *Seek the Sun* and the first paragraph on p. 110 of *The Earth Dragon Awakes*. Discuss the facts that the authors based their stories on and how these facts influenced the structure of each of the stories. Guide children to realize that the stories are very closely tied to the facts, and that the notes by the authors help readers understand that.

READING WORKSHOP

SLEUTH WORK Have children read “The Blank Book” on pp. 34–35 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for clues to tell how what Dad and Elias wrote were similar and different. (Possible response: Dad wrote about the places he visited. Elias wrote about home and school. Both wrote about what was happening in their lives.)

ASK QUESTIONS Have children write two questions that Elias might ask Dad about where he was living. (Possible response: Have you made friends on the base? Is your bed comfortable?)

MAKE YOUR CASE Have children identify parts of the story that could really happen. (Possible response: Many times dads in the army are stationed in other countries.)

PROVE IT Have children write a letter to the troops. They may ask questions based on things they read about in “The Blank Book.”

After children discuss the Sleuth steps, direct them to pp. 206–207 of the *Reader's and Writer's Journal* to further explore “The Blank Book.”

EXTENSIONS

MONITOR PROGRESS

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

READING ANALYSIS


Have children read “The Blank Book” on pp. 34–35 of *Sleuth*. As they read the *Sleuth* selection, have children think about Elias and how much he missed his father. Then have them compare Elias to Chin in *The Earth Dragon Awakes* and how much Chin must have missed his mother. Guide discussion with these questions:

- **In what ways are Elias and Chin alike?** (Possible response: They both are a long way away from one of their parents.)
- **In what ways are Elias and Chin different?** (Possible response: It sounds like Elias lives in the present and his father is in the army. Chin lived more than 100 years ago and his mother was back in China.)
- **Why do you think Chin and his mother could not mail a blank book back and forth?** (Possible response: It would most likely have been very expensive to mail something like that back and forth across the Pacific Ocean.)
- **Why do you think Elias would be glad he was not in the same situation as Chin?** (Possible response: Chin’s situation, trying to survive the earthquake, was much more dangerous than Elias’s.)

WRITING OBJECTIVES

Participate in editing a shared writing narrative piece.

 W.2.3, W.2.5

Identify reflexive pronouns.  L.2.1.c

Writing

Narrative Writing

WRITING PROCESS Editing and Publishing

REVIEW Review the five steps in the writing process: planning, drafting, revising, editing, and publishing. Remind children that they have created a plan for a narrative story (a myth about what causes thunder), written a first draft, and revised their draft. Have children take out their revised drafts and prepare for editing. Remind children that they should read their revised drafts multiple times while editing to focus on one kind of correction at a time.

Have children name the sorts of things to check for in the editing step of the writing process. Point out that they should include checking for what they have been learning about conventions in this unit. List these on the board as children name them. They should name things such as:

- that all words are spelled correctly.
- that the plural forms of nouns are spelled correctly.
- that the past tense of verbs are formed correctly.
- that all sentences are complete with a subject and a verb.
- that all sentences begin with a capital letter and end with the correct punctuation.
- that the correct pronoun is used to take the place of a noun.

Explain that the steps of revising and editing often get blurred together. Writers may see spelling and punctuation errors while revising and may fix these during the revising step rather than waiting for the editing step. During multiple readings of their writing during the editing step, writers may think of a better way to describe something or a better way to conclude their story. Explain that it is okay to make revisions during the editing step if they think of a way to improve their writing.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Have children look back at the story structure and conclusions of the two thunder myths. Discuss how these stories are very short, which affects their structure and conclusions. Point out that the setting is clearly described in the first paragraph of each myth. Discuss what children can apply from the structure of the myths to their own writing.

Reread the “The Fool on the Hill” on p. 44 of the *Text Collection*.

BEGINNING Once upon a time, in a great castle atop a steep hill, there lived a wizard and his beautiful daughter. At the foot of the same hill, in a sad and sorry hovel, the village fool made his home.

CONCLUSION All this noise is what makes Russian thunder!

The introduction of this myth clearly sets the scene and introduces the characters. The myth ends with a concluding statement about what causes thunder.

Explain to children that this myth has a typical beginning of “Once upon a time” which is okay for a myth. However, encourage children to be more creative and original in their writing. Point out that the middle two paragraphs describe the action of the story. The author uses adjectives (*lovely maiden*, *wicked sorcerer*) and adverbs (*climbing clumsily*) to expand sentences and make the story more interesting. The conclusion is just one sentence. However, the exclamation point at the end makes this concluding statement powerful.

CONVENTIONS Identify Reflexive Pronouns

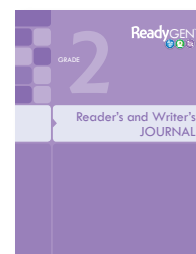
TEACH AND MODEL Explain that a reflexive pronoun refers to the subject. A reflexive pronoun is used when the subject of a sentence is acting on itself. *Myself* and *himself* are examples of reflexive pronouns.

Arming himself with a homemade wooden lance and shield, and protecting his head with a copper tea kettle, the fool stormed the castle hill in order to save the fair damsel.


The fool is the subject of this sentence. He is acting on himself by arming himself for what he thinks will be a battle for the fair maiden.

APPLY Have children revisit p. 70 in *The Earth Dragon Awakes*. Have them find a reflexive pronoun (“Save yourself, boy,” Ah Sing commands Chin.), and turn to a partner to discuss how the use of the reflexive pronoun makes a strong statement at this point in the text.

Have children turn to p. 208 of the *Reader’s and Writer’s Journal* for additional practice with reflexive pronouns.



WRITING OBJECTIVE

Edit narrative writing.  W.2.3, W.2.5

Narrative Writing

SHARED WRITING

PREPARE TO WRITE Remind children of the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Explain that the class will edit the thunder myth they have been working on together. Children should think about how they can apply what the class is doing together to their own writing.

- **Reread the Text**—Remind children that it is easier to catch one's mistakes if they read through their drafts multiple times, focusing each time on a different element, such as spelling or punctuation.
- **Plan the Edit**—Together, make a list of the things you will check for each time you read, or use the list you made earlier as the children named things to check for when editing.
- **Review Checking for Spelling Errors**—Explain that it is often difficult to catch one's own spelling errors. After the edit of the shared writing, have partners exchange drafts of their stories and circle the words they think might be misspelled. Then have children consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Review how to find words in a dictionary, if needed.

EDIT MODEL VERSION ~~Once upon a time,~~ **Long ago**, in a world high above the clouds, there lived an ~~enormus~~ **enormous** giant. It was his job to care for the **beautiful** forest, and he took this responsibility very seriously. Each day he would tromp through the woods to ~~inspek~~ **inspect** the trees. One day he noticed a tree whose leaves were brown and shriveled. "Oh, my," the giant murmured sadly. "It looks like this tree needs to be cut down. It's good I have my chainsaw with me." Crash! Bam! Boom! In the blink of an eye, the tree slammed to the ground. When the people ~~herd~~ **heard** the loud noise, they were terrified. "What was that horrible noise?" they cried. "It came out of nowhere!" Since the people could not come to an agreement, they concluded that it must have come from the clouds. They called it "thunder." Now when people hear a loud crash, that's what they think it is.



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children exchange papers with a partner. Children will edit their partner's draft using a colored pencil so that it is easy to see what their partner has marked. Have children circle any words they think may be misspelled. Explain that it will be the writer's job to check the spelling of words. Children can turn to p. 210 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. reread their revised drafts several times.
2. check the spelling of any words their partner has circled.
3. use the editing checklist the class prepared earlier to go through and edit their revised draft.

Collect children's final copies of their myths in a classroom book. Have children think of a clever title. Remind them to use reflexive pronouns correctly in their writing.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to write a final copy of their myths.

Writing Wrap-Up



Ask volunteers to share their myths. Have classmates point out details that made for a strong conclusion. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

REFLEXIVE PRONOUNS With children, list reflexive pronouns, such as *himself*, *herself*, *myself*, *ourselves*. Then provide sentence frames for children to complete with the missing reflexive pronouns, such as: *I can do it _____,*” said Sarah. *She is so proud of _____ for reaching her goal. We will take charge of the fair _____.*

STRATEGIC SUPPORT

ONLINE DICTIONARIES If children are overwhelmed by looking up words in a printed dictionary, have them use an online dictionary that will offer corrections for the words that they type into the search box as they check their spelling. Guide them in doing this the first time.



OBJECTIVE

Write a narrative about a character who is facing a challenge. The narrative is told from the point of view of the main character.

W.2.3; RL.2.3

Performance-Based Assessment

TASK

SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will think about how this character's point of view and cultural background affects how he thinks, feels, and acts.

Children will:

- write a scene from Chin's or Henry's point of view.
- in the scene, recount an elaborated event or a short sequence of events from Henry's or Chin's life.
- include details to describe how the character feels and what he is thinking.
- describe the actions of the character.
- use temporal words to signal event order.
- provide a sense of closure.

Children will present their narrative scenes, and, as a class, compare and contrast the characters' points of view and cultural backgrounds.

See p. 144 for a reproducible page to distribute to children.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do characters respond to events and challenges?* and *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

REVISIT THE TEXT Remind children that in *The Earth Dragon Awakes*, Henry and Chin’s families face the challenge of surviving the 1906 earthquake and the ensuing fires in San Francisco that devastated the city.

“Chin and his father dig in the darkness. He just hopes they are digging out of the rubble. His arms ache. Dust chokes his mouth and throat... Fear twists inside Chin like a snake. He is so dry he cannot even cry... [He thinks] they will never escape. He thinks about his mother. She won’t know how they died. Suddenly he...smells fresh air. He forgets his pain. He forgets he is tired.”

—*The Earth Dragon Awakes*, pp. 33–34

“Henry thought that Marshal Earp was brave. But no outlaw was as deadly as Nature. This is an even bigger battle. And his father doesn’t back down. He joins his father. Mrs. Travis is right by him. Soon everyone is digging again. These are ordinary people Henry sees every day. ‘They’re acting just like heroes,’ he says to his mother.”

—*The Earth Dragon Awakes*, p. 37



Remind children that each character responds to the challenge of surviving the earthquake differently, and that each character’s point of view is unique. However, the characters may have similar points of view about some things as well.

- Have children choose Henry or Chin to write about.
- Have them write a scene from their character’s point of view.
- Have them include details to describe how the character feels and what he is thinking.
- Have them describe the actions of their character.

Set-Up

ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their scenes. Remind children to use text evidence from the story to support their writing. Provide the Story Sequence B graphic organizer for them to make notes in while they are brainstorming in the group, and to use while they write independently.

MATERIALS

- text: *The Earth Dragon Awakes*
- Story Sequence B graphic organizer
- pencils
- paper for narrative writing

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plan for their scene to ensure they are following the directions.

Scaffolded Support

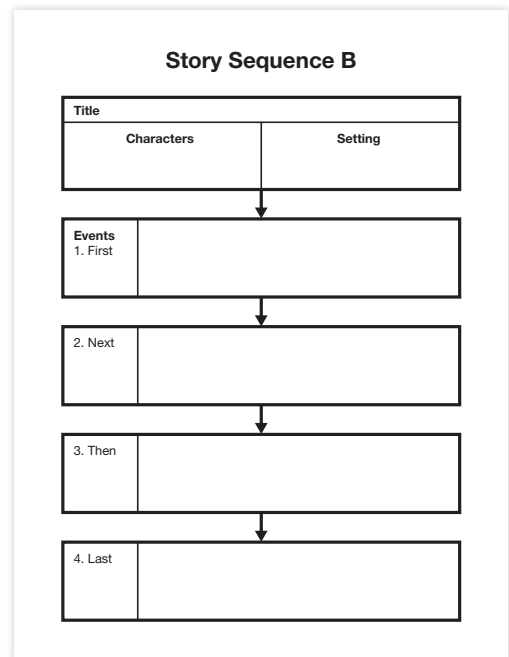
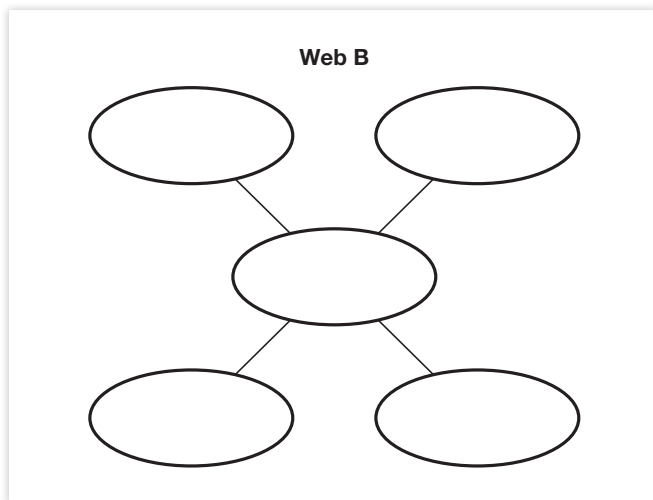
In order for all children to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details expectations for this project. It can give points for each step so children are clear about what to do and what is being assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps.

EDITING TASKS After children complete a draft of their narrative, have them revise and edit it four times: once to add details describing actions, thoughts, and feelings; once to add temporal words; once for spelling; and once for punctuation.

GRAPHIC ORGANIZERS Children may want to use the Web B graphic organizer to brainstorm details that tell the character's thoughts and feelings. They can use Story Sequence B graphic organizer to organize their thinking about the sequence of events in their narrative.



Performance-Based Assessment

Grade 2 • Unit 4 • Module A

TASK

Scenes to Reveal Point of View

Consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Think about how this character's point of view and cultural background affects how he thinks, feels, and acts.

Remember to:

- write a scene from Chin's or Henry's point of view.
- in the scene, recount an elaborated event or a short sequence of events from Henry's or Chin's life.
- include details to describe how the character feels and what he is thinking.
- describe the actions of the character.
- use temporal words to signal event order.
- provide a sense of closure.

Present your narrative scene to your classmates, and, as a class, compare and contrast the characters' points of view and cultural backgrounds.

Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Character is fully introduced, and his point of view is clearly described.	Narrative has a beginning, a middle, and an ending that concludes the action.	Narrative contains several details that tell the character's thoughts and feelings.	Narrative contains several temporal words and phrases to show sequence of events.	Narrative contains correct grammar, usage, capitalization, and spelling.
3	Character is introduced, and his point of view is described.	Narrative has a beginning, a middle, and an ending.	Narrative contains details that tell the character's thoughts and feelings.	Narrative contains temporal words and phrases to show sequence of events.	Narrative contains a few errors but is completely understandable.
2	Character is named, and his point of view is somewhat described.	Narrative has a beginning and an ending.	Narrative contains few details that tell the character's thoughts and feelings.	Narrative contains few temporal words and phrases to show sequence of events.	Narrative contains some errors in grammar, usage, capitalization, and spelling.
1	Character is named, but it is not clear what his point of view is.	Sequence is hard to follow and unclear.	Narrative contains one detail that tells the character's thoughts or feelings.	Narrative does not contain enough temporal words to make sequence of events clear.	Narrative is difficult to follow because of frequent errors.
0	Possible characteristics that would warrant a 0: • no response is given • child's response is unintelligible, illegible, or completely off-topic				

Presentation

CLASS COMPARISON Scenes to Reveal Point of View

Children will make a clean copy of their scenes to share with their classmates and visitors to the classroom.

- Have children write or type (if available) their narratives.
- Have them add illustrations if they wish.
- Have the children who wrote about Henry meet to discuss his point of view and cultural background. Have the children who wrote about Chin meet to discuss his point of view and cultural background.
- Have each group present their character using parts of each child's writing.
- Make a class Compare and Contrast chart. Have children list ways the two characters have similar points of view.
- Then have children list ways the two characters have different points of view.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle to develop a character's point of view,
then...remember that providing them with a graphic organizer, such as Web A or B and reviewing how to use it will help them brainstorm character qualities, such as thoughts and feelings that reveal point of view.

If...children struggle with organizing a story sequence that unfolds naturally,
then...remember that providing them with a Story Sequence graphic organizer and reviewing how to use it will help them visualize the story sequence.

If...children need extra support using temporal words,
then...remember that making a list of temporal words and posting it in the classroom for easy reference will help them when they write narratives in the future.

If...children struggle to write an ending that concludes the action,
then...remember that pointing out the variety of endings in stories will broaden their experience and appreciation for how stories are crafted.

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Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“Geysers: All Steamed Up”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. b
- 2. Part B. c

- 3. Part A. d
- 3. Part B. a

Vocabulary

- 1. Part A. b
- 1. Part B. c

- 2. Part A. a
- 2. Part B. b

- 3. Part A. d
- 3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think “Geysers: All Steamed Up” is a good title. The passage tells about geysers. I read that geysers shoot water and steam into the air. The picture also shows a geyser. I can see steam from the geyser in the picture.

2-Point Rubric

2	Response states an opinion about the title of the passage. Response uses information from the text and the picture to supply reasons that support the opinion.
1	Response states an opinion about the title of the passage. Response supplies reasons that support the opinion, but the reasons do not come from the text or the picture.
0	Response does not state or support an opinion about the title of the passage.

“Brooke Plants a Tree”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d
1. Part B. a
2. Part A. d
2. Part B. b
3. Part A. c
3. Part B. c

Vocabulary

1. Part A. a
1. Part B. d
2. Part A. b
2. Part B. c
3. Part A. d
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Brooke could see her tree when it is young. Her book says that the seed can take months to grow into a sapling. She could come back to see it as a young tree. She will not see it as a full-grown tree. It takes too long for the tree to grow. The ranger says her tree will not be full-grown until it is 150 years old.

2-Point Rubric

2	Response explains that Brooke could see her tree as it grows but not when it is full-grown and uses facts from the text to accurately explain why.
1	Response states that Brooke could see her tree as it grows but not when it is full-grown but does not use facts from the text to explain why.
0	Response does not explain that Brooke could see her tree as it grows but not when it is full-grown.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	Detailed story events are ordered sequentially; closure provides a detailed description of Brooke's feelings about Yellowstone.	Response provides a detailed description of what Brooke sees and does at the park and how she feels about it.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses one text-based detail to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	The order of story events is evident; closure provides a description of Brooke's feelings about Yellowstone.	Response provides a description of what Brooke sees and does at the park and how she feels about it.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount Brooke's visit to Yellowstone or to describe Brooke's actions and feelings.	The order of story events is inconsistent; closure lacks details about Brooke's feelings about Yellowstone.	Response describes either what Brooke sees and does at the park or how she feels about it.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Story events lack order; closure is missing.	Response does not describe what Brooke sees or does at the park or how she feels about it.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

First Passage

Directions: Read the following passage. Then answer the questions that follow.

Geysers: All Steamed Up



Visitors gather in Yellowstone National Park. Soon they will see a geyser shoot water into the air! This geyser is named Old Faithful. It is the best-known geyser in the park. Geysers are rare. There are only about 1,000 geysers in the world. Over half of them are in Yellowstone.

People know it is time when they feel the ground start to shake. Next they hear bubbling noises. Then it happens. Thousands of gallons of boiling water shoot up from under the ground. Hot water sprays high into the sky. A huge steam cloud fills the air. This lasts a few minutes. Then the show is over. In about an hour and a half, it will start all over again.



Why does water shoot up from geysers in Yellowstone? Long ago, a very large volcano blew up where the park is today. Hot, liquid rock still runs deep under the ground. It heats the rock layers nearby.

The water on land soaks into the ground. It goes deep under the ground. The water passes through the hot rock layers and heats up. Then it starts to rise back up. The hot water becomes trapped in tight spaces.

The water begins to steam and bubble. The hot water pushes up. Then it shoots out of the top of a geyser!

The time between each spray is always about the same for Old Faithful. That is how this special geyser got its name.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the main idea of this passage?

- a. National parks are fun places to visit.
- b. Geysers spray steam and hot water.
- c. Water soaks deep into the ground.
- d. Geysers make bubbling noises.

Part B

Which detail from the passage helps you answer Part A?

- a. “Soon they will see a geyser shoot water into the air!”
- b. “People know it is time when they feel the ground start to shake.”
- c. “Visitors gather in Yellowstone National Park.”
- d. “The water passes through the hot rock layers and heats up.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



2. Part A

Why is Old Faithful a good name for Yellowstone's most famous geyser?

- a. It shoots water higher than other geysers.
- b. It sprays water about every 90 minutes.
- c. It is the geyser everyone knows about.
- d. It shoots water and steam out of its top.

Part B

Which detail from the passage helps you answer Part A?

- a. "It is the best-known geyser in the park."
- b. "Thousands of gallons of boiling water shoot up"
- c. "The time between each spray is always about the same"
- d. "The water begins to steam and bubble."

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



3. Part A

Why is Yellowstone a good place to go if you want to see many geysers?

- a. Old Faithful is a geyser there.
- b. Long ago a volcano was active there.
- c. It is a national park in our country.
- d. It has more geysers than any other place.

Part B

Which sentence from the passage helps you answer Part A?

- a. “Over half of them are at Yellowstone.”
- b. “Thousands of gallons of boiling water shoot up from under the ground.”
- c. “Long ago, a very large volcano blew up where the park is today.”
- d. “That is how this special geyser got its name.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

“Geysers are rare.” What is the meaning of the word “rare”?

- a. pretty
- b. not common
- c. very large
- d. wet

Part B

Which sentence from the passage helps you understand the meaning of “rare”?

- a. “Soon they will see a geyser shoot water into the air!”
- b. “It is the best-known geyser in the park.”
- c. “There are only about 1,000 geysers in the world.”
- d. “People know it is time when they feel the ground start to shake.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

“Thousands of gallons of boiling water shoot up from under the ground.” What does the word “boiling” mean?

- a. heated
- b. dirty
- c. freezing
- d. splashing

Part B

Which detail from the passage provides the best clue to the meaning of “boiling”?

- a. “Next they hear bubbling noises.”
- b. “Hot water sprays high into the sky.”
- c. “In about an hour and a half, it will start all over again.”
- d. “The water on land soaks into the ground.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

“Then the show is over.” What is the meaning of the words “the show is over”?

- a. The park closes for the day.
- b. The movie about geysers ends.
- c. The guide finishes talking.
- d. The geyser stops spraying water.

Part B

Which detail gives a clue to the meaning of “the show is over”?

- a. “A huge steam cloud fills the air. This lasts a few minutes.”
- b. “The water on land soaks into the ground. It goes deep under the ground.”
- c. “Then it starts to rise back up. The hot water becomes trapped in tight spaces.”
- d. “The water begins to steam and bubble. The hot water pushes up.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Directions: Read the questions. Answer them in complete sentences.

Do you think “Geysers: All Steamed Up” is a good title for this passage? Why or why not? State your opinion. Then use information from the text and the picture at the beginning of the passage to support your opinion.

[illegible]

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **Writing 1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Name _____

Second Passage

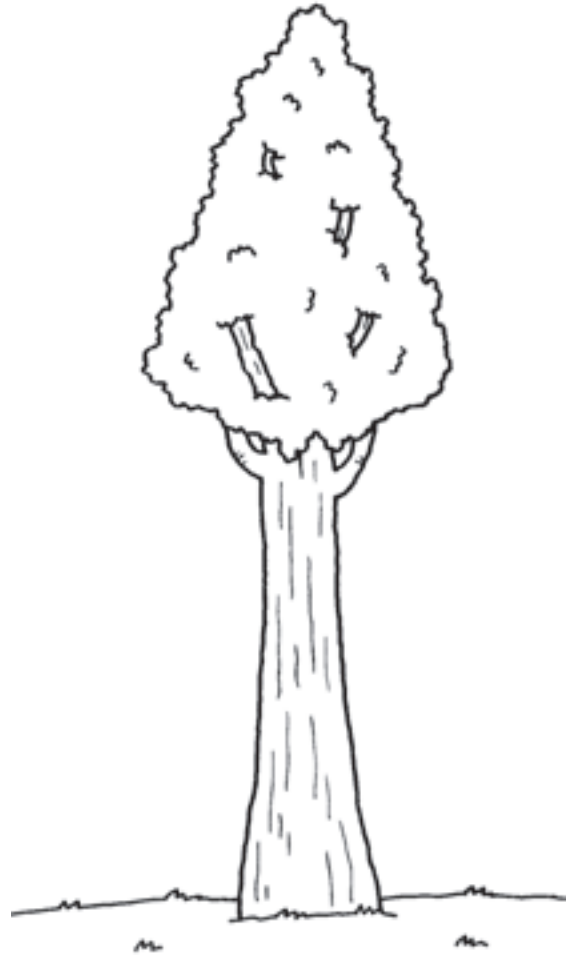
Directions: Read the following passage. Then answer the questions that follow.

Brooke Plants a Tree

Brooke was excited. It was her last day at Sequoia National Park. Today she was going to plant a sequoia tree in the woods! Sequoia National Park was full of giant trees. The trees stood taller than a 30-story skyscraper in the city.

“It looks like a good day to plant a tree!” said Ranger Goodson. He was standing at the foot of an old sequoia tree.

Ranger Goodson picked up a seed cone from the ground. He held it in his palm and explained, “Look at this cone. The seeds that make new trees come from cones. They grow at the top of the sequoia trees. A sequoia tree isn’t full-grown until it is 150 years old.”



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Brooke took a cone and pulled out one tiny seed. She put it on the ground and covered it with soil. Then Mom pressed the dirt down with her foot.

As Brooke shook the dirt off her hands, she thought about the time to come. *What will my tree look like as it grows?* Brooke wondered. She took out her book on sequoia trees. “It can take months for the seed to grow into a sapling with bright red bark. As the young tree grows, the bark becomes thicker and browner,” Brooke read.

Then Brooke took a picture of the dirt where she planted her seed. She also took pictures of trees around it. These would remind her of her special day at the park.

Brooke felt proud. The seed that she planted would grow into a huge tree. She whispered to her seed in the ground, “Someday maybe another little girl will look at you and plant one of your seeds.”



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

Where does this story take place?

- a. at a city playground
- b. at a camp for kids
- c. in a family's garden
- d. in a big forest

Part B

Which detail from the passage best helps you answer Part A?

- a. “she was going to plant a sequoia tree in the woods”
- b. “taller than a 30-story skyscraper in the city”
- c. “It looks like a good day to plant a tree!”
- d. “put it on the ground and covered it with soil”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



2. Part A

How are sequoia trees most different from other trees?

- a. Sequoia trees have small seeds.
- b. Sequoia trees have cones.
- c. Sequoia trees grow in a park.
- d. Sequoia trees are very big.

Part B

Which detail from the story best helps you answer Part A?

- a. “Brooke took a cone and pulled out one tiny seed.”
- b. “The trees stood taller than a 30-story skyscraper”
- c. “A sequoia tree isn’t full-grown until it is 150 years old.”
- d. “It can take months for the seed to grow into a sapling”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



3. Part A

Why does Brooke feel proud at the end of the story?

- a. She takes a seed out of a cone.
- b. She does not get dirty when planting.
- c. She is helping a new tree grow.
- d. She reads a book about trees.

Part B

Which detail from the passage helps you answer Part A?

- a. ““maybe another little girl will look at you and plant one of your seeds””
- b. “Brooke took a cone and pulled out one tiny seed.”
- c. “The seed that she planted would grow into a huge tree.”
- d. “She took out her book on sequoia trees.”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 3.** Describe how characters in a story respond to major events and challenges.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What does “skyscraper” mean in the following paragraph from the passage?

“Brooke was excited. It was her last day at Sequoia National Park. Today she was going to plant a sequoia tree in the woods! Sequoia National Park was full of giant trees. The trees stood taller than a 30-story skyscraper in the city.”

- a. a tall building
- b. a large plant
- c. an airplane
- d. a long pole

Part B

Which words in the paragraph best help you understand the meaning of “skyscraper”?

- a. “plant a sequoia tree”
- b. “in the woods”
- c. “trees stood”
- d. “in the city”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**2. Part A**

The word “soil” has different meanings. What is the meaning of “soil” in the following sentence?

“She put it on the ground and covered it with soil.”

- a. to put stains on something
- b. loose material that plants grow in
- c. grass and other green plants
- d. to get yourself or others dirty

Part B

Which detail from the story best helps you answer Part A?

- a. “Ranger Goodson picked up a seed cone from the ground.”
- b. “Brooke took a cone and pulled out one tiny seed.”
- c. “Then Mom pressed the dirt down with her foot.”
- d. “She whispered to her seed in the ground”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

What does the word “sapling” mean in the following paragraph?

“As Brooke shook the dirt off her hands, she thought about the time to come. *What will my tree look like as it grows?* Brooke wondered. She took out her book on sequoia trees. ‘It can take months for the seed to grow into a sapling with bright red bark. As the young tree grows, the bark becomes thicker and browner,’ Brooke read.”

- a. a huge plant
- b. a tough root
- c. a colorful flower
- d. a baby sequoia

Part B

Which words from the paragraph best help you answer Part A?

- a. “bright red bark”
- b. “took out her book”
- c. “the young tree”
- d. “thicker and browner”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Extended Response

You have read two passages about national parks.

- “Geysers: All Steamed Up”
- “Brooke Plants a Tree”

In “Geysers: All Steamed Up,” you learned about geysers in Yellowstone National Park. In “Brooke Plants a Tree,” a girl planted a tree in Sequoia National Park.

Imagine that Brooke visits Yellowstone National Park next. What will she see and do there? Write a story about Brooke’s visit.

Write your story on a separate sheet of paper. In your story, be sure to:

- use information from both passages
- use words such as “first,” “next,” and “then” to show the order of events
- end your story by telling how Brooke feels after her visit
- check your story for proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1; RI.2.1; SL.2.1

Rationale

TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the overeager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?
- How does the main character react to this challenge? What part of the text helps you understand the character's reaction?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary from the text in your response. For example, *I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase “bustled around” to describe Mama’s actions.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with _____ and would like to add _____. or I disagree with _____ because the text states _____.*

COLLABORATE Practice by posing questions on familiar, nonthreatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.*
- 2** Pair children randomly with classmates sitting nearby or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find text evidence to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children might respond to their partners by saying, *I agree with you and would like to add ____.* or *I disagree with you because the text states ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. If children aren't engaged in rich discussion, offer prompts to refocus their attention on or bring them back to the text to find evidence to support their answers. For example, *Explain what you mean using different words.* or *Find the words the author used to describe that historical event.*
- 8** When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the children who act as spokespeople so that you can encourage different children to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Think-Pair-Share/Paired Discussion Routine.

- **COLLABORATE** Incorporate paraphrasing into the routine. Provide time for children to restate in their own words what their partner has said. You may want children to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask children to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- At the end of the partner conversation, give children one minute to write their reflections about the discussion they had with their partner. Have children reflect on ways the discussion helped them better understand the text.

Tips and Tools

As children write their reflections, encourage them to focus on specific contributions made by their partners and use key vocabulary from the text.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3; RI.2.1, RI.2.2, RI.2.3; SL.2.1, SL.2.2, SL.2.3, SL.2.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary and practice more complex language structures when they respond. By engaging children in Whole Class Discussions, they interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text and may clear up any confusion they have about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without many children contributing to the discussion.

The Whole Class Discussion Routine is an effective tool to use after reading a text, or a portion of a text, with children. It is appropriate to use discussions following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps children clarify their text understandings. Here are some examples of engaging questions:

- What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.
- What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?
- How would you sum up what we read today? What part of today's reading did you find most interesting or thought provoking?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for individuals to add their thoughts.
- State a specific focus for the discussion to help children concentrate on the topic. For example, [Harry and Sasha had a disagreement. Why did they disagree?](#) If children get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, [Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying, “Let him die. I should worry.”](#)
- Teach children how to use appropriate language to respond to the views expressed by other classmates. For example, [I agree with you. I think that ____.](#) or [I don’t agree with you. I think that ____ because the text says ____.](#)

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about this for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children a few moments to find supporting text evidence before they add to the discussion. They may flag this text evidence or write it down. Remind children to wait for others to finish talking before they talk. Encourage children to build on previous responses by classmates.
- 4** As children respond to the discussion question, remind them to think about the question and consider whether their response is appropriate.
- 5** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children fully develop their contributions. For example, *Give another reason or two to support your thinking.*
 - Ask children to find text evidence that substantiates their response. For example, *What part of the text helps you to understand the main idea?* This helps children internalize the text and understand the importance of text evidence to support their responses.
 - If children provide an opinion, ask others to share their own opinions in response. For example, *How does your opinion compare to Lee's opinion?* Encourage children to support their opinions with valid reasons.
- 6** Before ending the discussion, invite children who have not participated to add their thoughts. You might say, *We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new.*
- 7** As you wrap up the discussion, ask a volunteer to summarize the most important points discussed. Reviewing the discussion will help children strengthen their new or revised understandings from the text.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate and add on to what the previous participant said. This encourages children to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. Can you explain that a bit further?*
- At the end of the discussion, have children turn to a classmate and share one new idea they understood from the discussion. For example, *I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better.*
- At the end of the Whole Class Discussion, have children write a new idea they understood from the discussion. You might also have them write a reflection on how the discussion helped them better understand the text.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3; RI.2.1, RI.2.2, RI.2.3; SL.2.1, SL.2.2, SL.2.3

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3–6 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about a text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words or phrases help you understand the author's purpose for writing this text?
- What part of the text helps you understand the character's reaction to an event?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [How does the author help readers understand the relationships between the characters?](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine. For example, *As you discuss the text in your group, each of you will have a role to play. Each of you will also have the job of sharing your own thoughts about the text.*
- 2** Organize children into groups of 3–6. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined and/or the Clarifier and Elaborator roles could be combined.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using a graphic organizer to organize and record their thinking. Suggestions are found in the teaching lessons.
- 6** State parameters, such as *Talk in your groups for the next 15 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.*
- 8** Stop by each group to monitor conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, *Explain your thoughts.* or *Find words used to describe what the character is thinking.*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *In these last few minutes, the Summarizer and the Reporter should work on the group's summary and what you will report to the class.* Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Small Group Discussion Routine.

- As children discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *That's an interesting point. What made you think that?* or *Can you explain your thoughts in more detail?*
- At the end of the Small Group Discussion, have children write one new idea they formed as a result of the discussion.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10

Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier with the guidance of the proficient reader. Children are free to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individuals who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for ways the events in the book connect to one another.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *I thought Mom's description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly, dinosaur-type monster in old movies.*
- Describe how key vocabulary deepens understanding of the text. For example, *I am glad the author explained what an *estancia* is. I have heard the term *ranch* used to describe a farm in the United States, but the word *estancia* was unfamiliar to me prior to reading this text.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don't agree with you because I think that ____.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Share the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What new understanding do you have about Johnny Appleseed?* You may also model your own thinking aloud. For example, *I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?* or *What steps did we learn for creating a budget?* Ask questions to confirm understanding, such as *What is the main idea of this part?* You could model how to clarify understanding. For example, *I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew.*



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of a Read Aloud, ask children to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample open-ended question ideas and stems:

- Assess the challenges faced by the character. Which was the greatest?
- Develop a logical argument about how this section of the story would change if another character had been involved in the plot.
- Identify patterns in the story. Why would an author choose them?
- What conclusions can you draw about ____?
- What revisions would you make to improve this text?
- What possible research questions can you investigate based on the evidence in this text?

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10; SL.2.1, SL.2.2, SL.2.3

Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while they continue to receive support from a proficient reader or from the teacher. Through Shared Reading/Read Together opportunities, the child's role is to continue to build fluency in both word recognition and text navigation, gain meaning from the text, and build their knowledge base.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar but provides some challenges for children to navigate. The familiarity provides comfort as readers tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

fluency *Fluency* is the ability to read text with accuracy, appropriate rate, expression, and comprehension.

gradual release model The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child, or *I do, we do, you do*.

text challenge A *text challenge* is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for ways in which the experiences of different pioneers were similar to each other.*
- Remind children that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations, ask children to model referring back to the text to support their responses.
- Encourage children to use key vocabulary as they share their understandings of the text. Children build their oral vocabulary when they transfer text vocabulary into oral conversations.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to state and support their opinions with reasons and text evidence.

Engage in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, children share the responsibility of comprehending text at an inferential level with you. When revisiting a science text, children navigate text features with you to better understanding the subject matter.

Tips and Tools

Monitor Progress Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

TERMS TO KNOW

close reading *Close reading* is focused, sustained reading and rereading of a text to understand key points, gather evidence, and build knowledge.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What stumbling blocks have you hit? What helped you work through those challenges?* Ask volunteers to model their own thinking aloud. When children think aloud about their processes when overcoming the challenges of text, they solidify their understandings. These think alouds also allow you to assess children's use of reading strategies as well as contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer children back to the focus for the reading, such as plot development. Remind children to support their responses with text evidence.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- Have children add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have children write quick one-minute reflections instead of sharing aloud. This allows children time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask children to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

Tips and Tools

Monitor Progress Use Shared Reading/Read Together “Going Deeper” activities as another opportunity to monitor children’s progress. Observe children’s use of sticky notes and review their one-minute writing reflections to check comprehension and participation.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10; RF.2.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts in a variety of genres and assess that children understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to children reading independently.
- State a clear focus. For example, [As you read your narrative texts, look for ways the author gives clues about the characters' personalities.](#)
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Tell children that it is important to choose a book that isn't too easy or too hard. Give individual children guidance in selecting appropriate books as needed.
- Check in periodically with each child. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, [How would you summarize this part?](#) As needed, model the strategy using a paragraph of his or her text.
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, **Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.**
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day's Independent Reading. For example, you might have children focus on how the author transitions readers from one event or scene to another.
- 4** Check in with children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated due to significant challenges.
- 5** As you check in with individual children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies the child uses to overcome challenges he or she may face. Open-ended questions may include, **In what ways has the author supported your understanding of this topic?** or **What is the most important thing you have read so far?**
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have children reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- Ask children to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- **COLLABORATE** Have children write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10; SL.2.1, SL.2.2, SL.2.3, SL.2.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss different genres. By reading and discussing multiple genres, children develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, children develop critical and creative thinking skills. These skills carry over to children’s independent reading, helping them connect to texts in more thoughtful ways. Children learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of children. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain children's interest, preview texts by reading a few pages aloud, giving children background information on the author, or sharing some visual aspects of the text.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by taking anecdotal notes on how they interact with peers and the text. Children can assess their own performances through checklists, journal entries, and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce children to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, give children the opportunity to practice each role. Eventually, children within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text summary
 - **Illustrator:** creates a drawing or diagram connected to the reading
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3** Preview 4–6 texts children may read in Text Clubs. Include a variety of text levels, allowing children to choose texts they will be successful reading. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text on their own and prepare for the Text Club meetings. Children may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, children may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5** Children meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6** After Text Club discussions, have children decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7** Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have children share the reasons for their ratings.



Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have children reflect on Text Club discussions by journaling. They may answer questions such as What did I share today? What was an important moment in the discussion and why? What did I learn?
- Have children in a Text Club read different books instead of the same book, and then have them come together to discuss text features, story elements, literacy skills, or genre/author studies.

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.2.4; L.2.4, L.2.5, L.2.6

Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach vocabulary necessary for understanding complex text and provide children with a set of strategies for determining word meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words; make connections between words; and learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering new words.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms, and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide them with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, children will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to deeper understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; quicker/quickest.

root word A *root word* is a word that can't be broken into smaller words. For example, *tract*, meaning *pull* or *drag*, is the root word of *traction*, *tractor*, and *extract*.

Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Informational

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Point to the word and pronounce it, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in texts and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

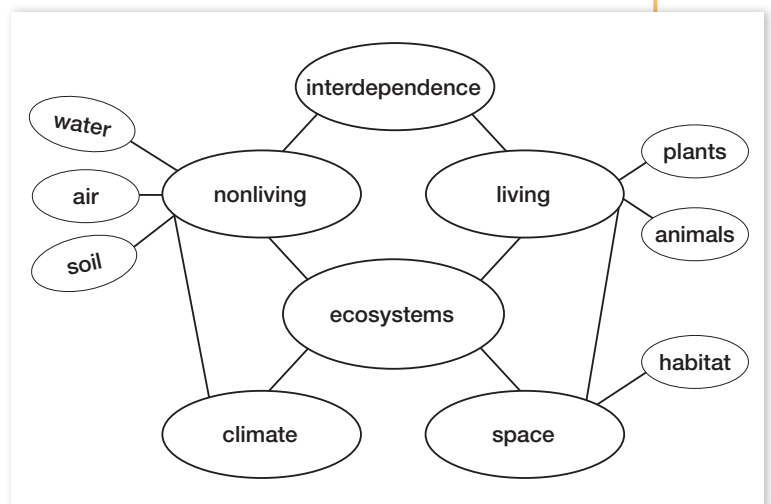
Semantic mapping is a word mapping strategy to engage children in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that can help readers understand the word’s meaning. Point out to children examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational while other text features supplement content or present new information. Help children use text features, such as a table of contents, headings, labels, captions, charts, diagrams, graphs, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, to understand the word. Sometimes we have to use all of this information and then “infer” the word’s meaning because we cannot tell explicitly. We can confirm with a dictionary or by asking the teacher.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing children with a similar context in which to hear the word used. For example, “The atmosphere is the layer of air that covers Earth like a blanket” is found in the text. You might share this sentence: *Many miles above Earth there is no atmosphere.*
- 3** If there are context clues to help establish meaning of the word, have children share those. This encourages children to go back into the text to locate these clues. Also, point out to children how vocabulary words are part of a network of ideas. For example, when talking about modes of transportation, it is important that children make connections between *subways, trains, and rails.*
- 4** If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have children look the word up in a dictionary. Help children understand more technical definitions.
- 5** Create a semantic map with children. This helps them make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, point out opportunities for them to use new terms when writing in response to informational text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, help children sort specialized words. Sorting and analyzing words by morphological features will help children recognize word families and see how words are put together with prefixes, root words, and suffixes. Children can also analyze words by their semantic features, or word meaning and how words relate to each other. For example, if looking at specialized vocabulary relating to animals, by understanding that the root *vor* means *eat*, children can better understand the words *herbivore*, *carnivore*, and *omnivore*. Children might also sort animals based on their characteristics, such as mammal, amphibian, and bird.
- Have children create concept definition maps. Children define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is “one of the first to settle in an area.” A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

Tips and Tools

Word Maps

A concept definition map can be any kind of graphic organizer that helps children develop and deepen their understanding of an unfamiliar word or term. Begin by identifying the vocabulary word. Then ask children “What is it?” “What is it like?” and “What are some examples?” As children become more skilled using word maps, encourage them to both compare and contrast the word by telling what it is like and unlike.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.2.4; L.2.4, L.2.5, L.2.6

Rationale

In literary texts, children are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Children also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words second-grade children will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that children understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, children also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.



Tips and Tools

Context Clues

Give children practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bank*, *mine*, and *present* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *transact*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have children pronounce the word and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning; simplify the language as appropriate.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word. Discuss how related words describe different degrees or nuances. Then have children use the word in a sentence or two that is different from the context in the passage.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out effective context clues to children as you read. For example, in *Charlotte's Web*, E. B. White defines the word *runt* in this way: "'Well,' said her mother, 'one of the pigs is a runt. It's very small and weak, and it will never amount to anything.'" Sometimes authors use an antonym to provide a definition clue, as in this example from *Charlotte's Web*, "'If this is what it's like to be free,' he thought, 'I believe I'd rather be penned up in my own yard.'"

Word Webs

When teaching a Benchmark Vocabulary word, encourage children to think of related words, place the word in the word family to which it belongs, and/or name the Spanish cognate for the word. You may find a Web A or Web B graphic organizer helpful when creating word webs with children.

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Include a breakdown of the word into syllables. Have children pronounce the word and share context clues about its meaning. This brings children back into the text. Help them identify the part of speech.
- 3** Have a volunteer look up the word in a dictionary and read the definition. Help children understand the meaning as it is used in the text to ensure comprehension. For example, *Delicate can be defined as "having fineness of structure, workmanship, or texture" or as "easily torn or hurt."* The text says, *"Although it is made of thin, delicate strands, the web is not easily broken."* The words *not easily broken* help children realize that *delicate* is referring to the "fineness of the structure, workmanship, or texture." You might say that Charlotte's web is "a fine work of art."
- 4** Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5** Have children compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6** Have children turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7** Guide children to carefully consider word choice and shades of meaning among closely related words as they incorporate new vocabulary when writing in response to literary text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have children create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps children understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage children to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have children record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, “the sun was a flaming torch in the noon sky.”

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares children to make connections between words and determine word meaning.

personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, “the eerie shadows danced on the wall of the tent.”

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, “the water was as smooth as glass.”

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2; RI.2.1, RI.2.2; SL.2.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.



Implementing for Success

Use the following suggestions as you introduce and guide children to meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, [Let's talk about the structure the author used for sharing his opinion about this topic.](#)
- Model ways for children to make connections between texts they have read in class and outside of class. For example, [The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections can you make between this story and the real world?](#)
- Teach children how to use language to respond to others' views. For example, [I thought so, too.](#) or [I wondered the same thing, but then I remembered that ____.](#) or [I had a different prediction, because I thought it was a clue when ____.](#)

Reading Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his life from childhood through adulthood. Those key details helped us understand the main purpose of the text.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who, what, when, where, why, and how*. For example, *What is one thing you will share with a family member or friend about what we read today? How would you summarize what you read today? Who is your favorite character from the book? Why? or What new word did you encounter today? How did you learn its meaning?*
- 4** Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we will continue reading about Theodore Roosevelt. We will read about his life after he was president.*



Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share observations in the Reading Wrap-Up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help children focus before they speak in front of the group.
- Have children write down three big ideas from the lesson's reading. Then have each child share one big idea.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, [Today we summarized the poem we read. Who can summarize what you learned in science today?](#)

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.2.1; RI.2.1; W.2.5; SL.2.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- Be sure to schedule time at the end of a writing lesson for children to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned about transition words. We used them to show the sequence of events when we wrote new endings to our stories. Find places in your writing where you used transition words.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *Your use of transition phrases like "Just a moment later" really helped me follow what was happening.* or *Your description of the Grand Canyon helped me understand just how big the canyon is.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *How did you use the text we read today to help you with your writing?* or *What did you learn about writing today that you can use again?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Discuss any homework or preview what children will learn in the next writing lesson. For example, *Tomorrow we will revise the endings to our stories, adding details to the character's response.*



Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

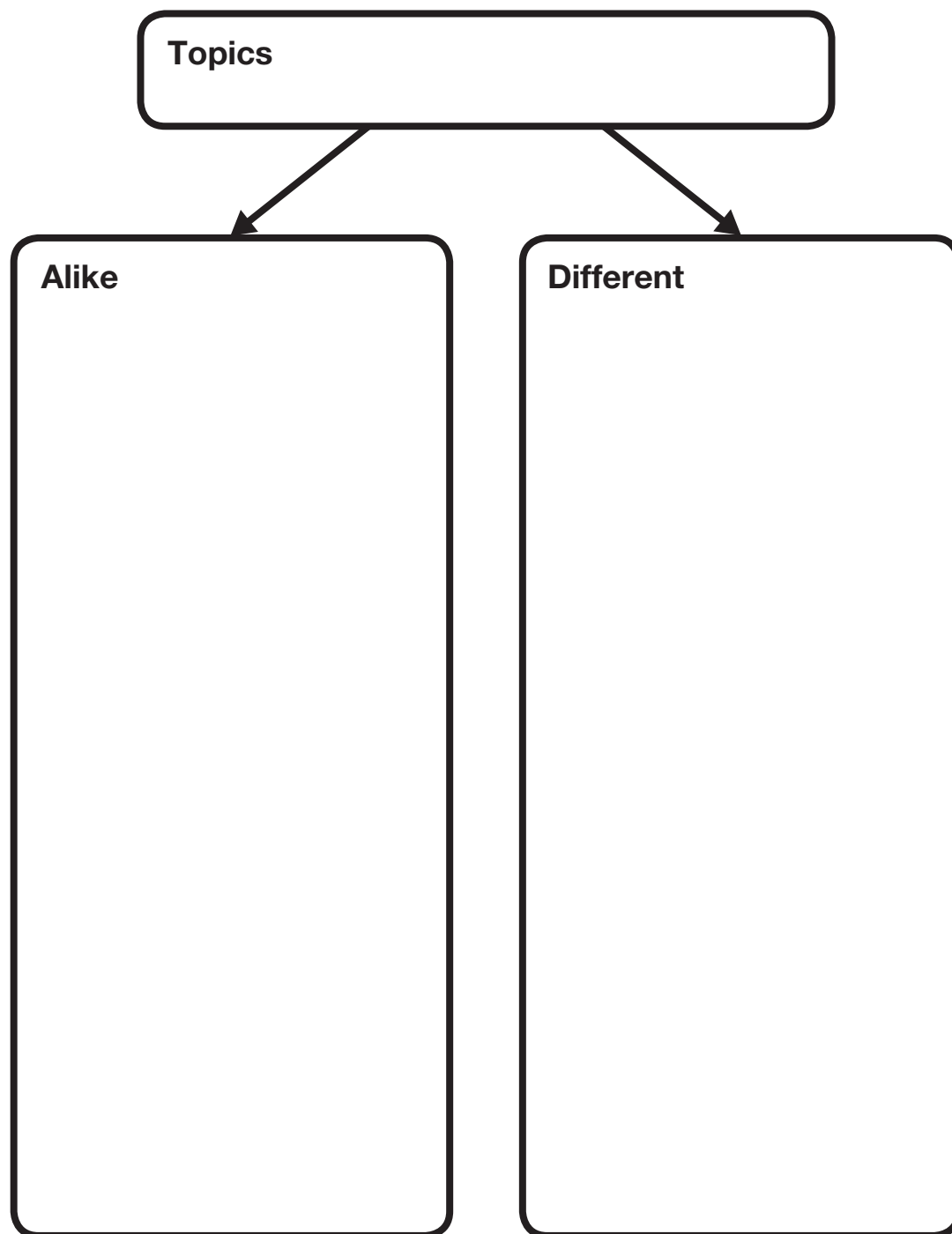
- After children have listened to a classmate share his or her writing, have each child write one question they would like to ask the child author about the writing. Place all the questions in a “Question Bowl.” The child author can pull three questions from the bowl and answer them. This allows children to engage in constructive conversations.
- Have children engage in reflective writing about their writing. They can do quick self-assessments by writing two things on a sticky note: what they felt they did really well in their writing and what they will work on the next time they write. They can add these sticky notes to their drafts or writing journals.
- Remind children to use what they have learned, noticed, or thought about in today’s writing lesson in other parts of the day. For example, [This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.](#)

Cause and Effect

Causes	Effects
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>

Graphic Organizers

Compare and Contrast



Four-Column Chart

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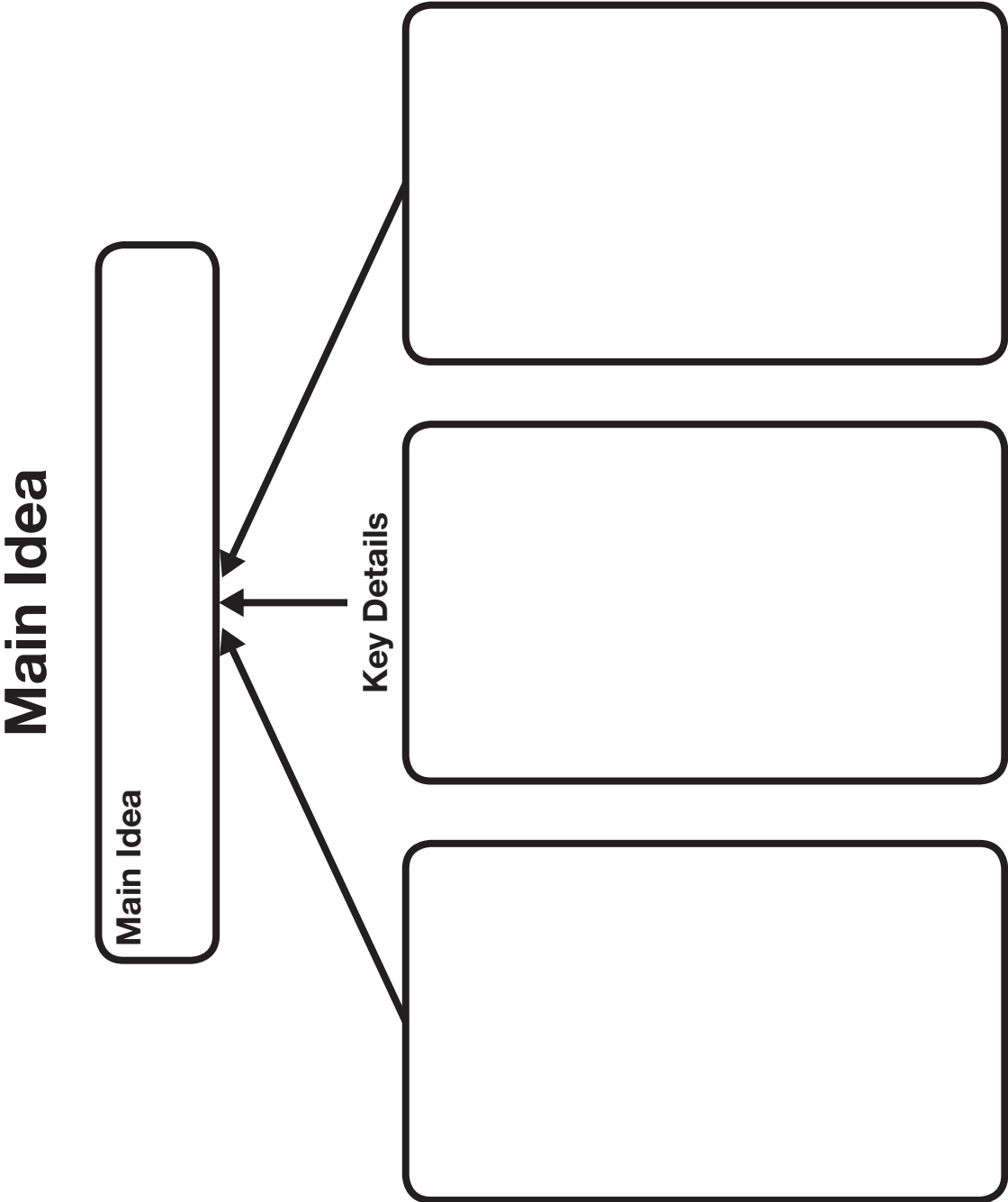
Graphic Organizers

K-W-L Chart

Topic _____

What We Know	What We Want to Know	What We Learned

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Graphic Organizers

Story Sequence A

Title _____

Beginning



Middle



End



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Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

Graphic Organizers

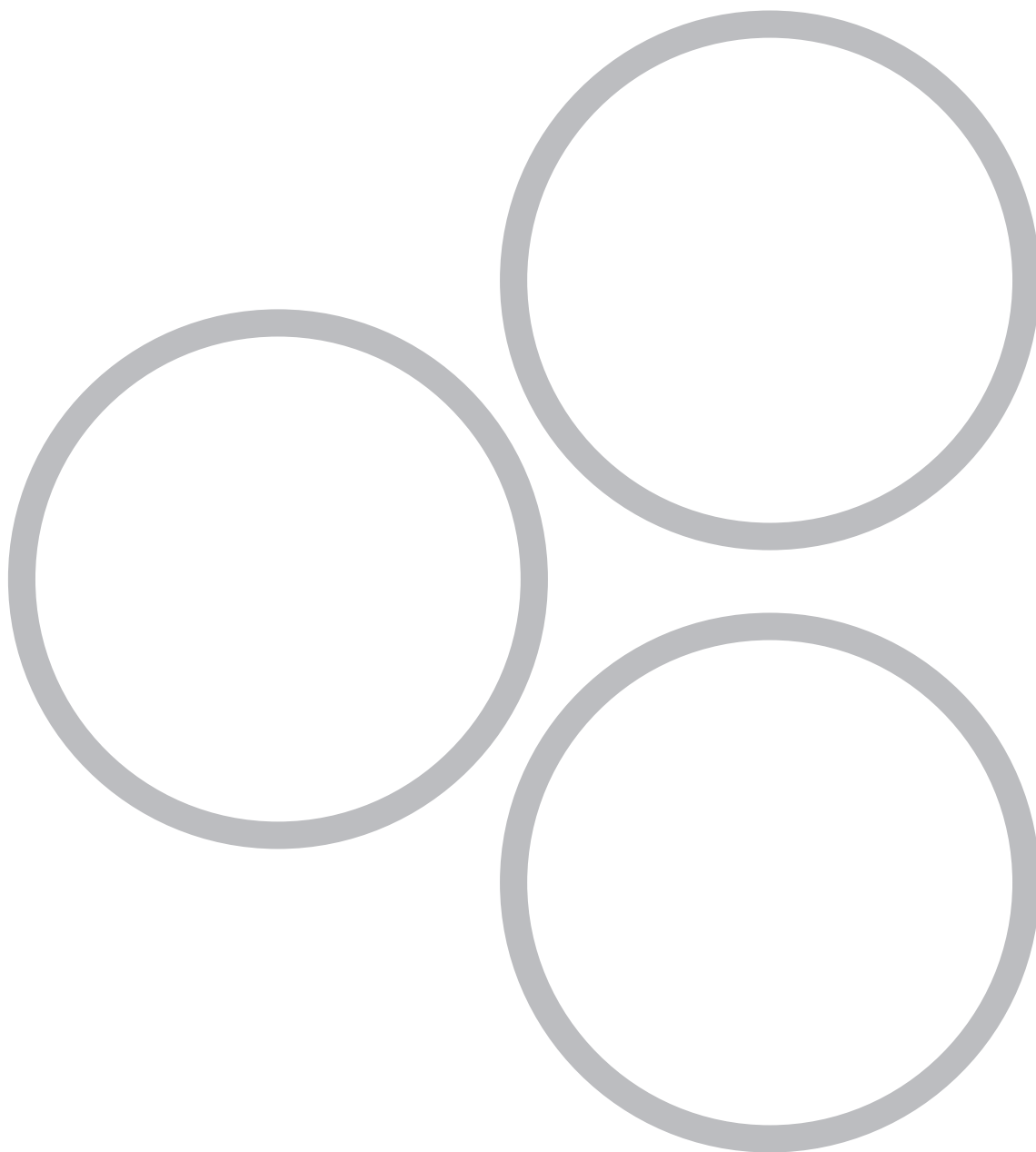
T-Chart

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Three-Column Chart

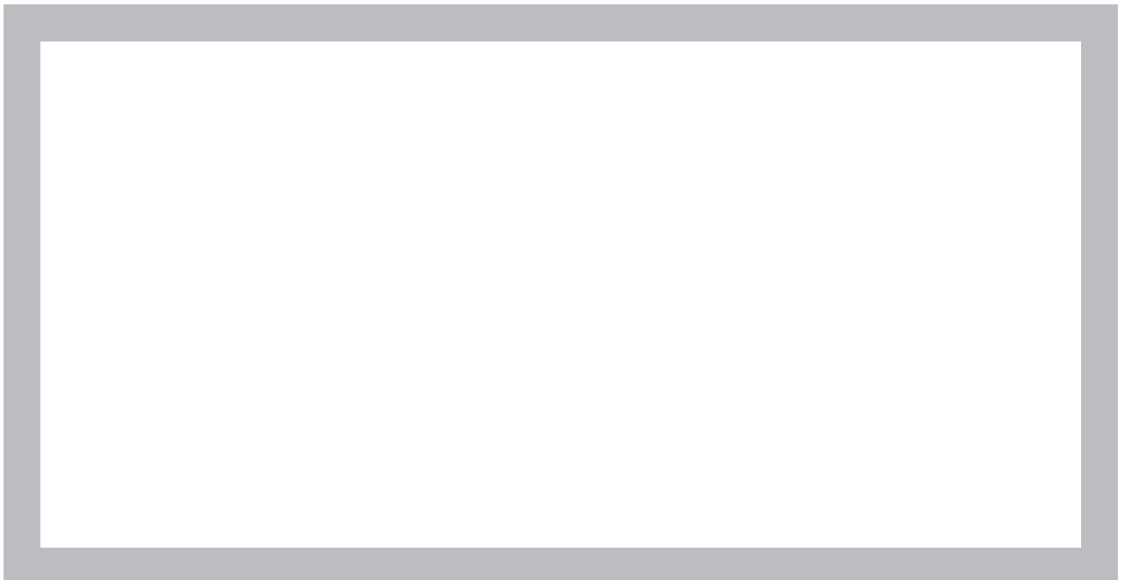
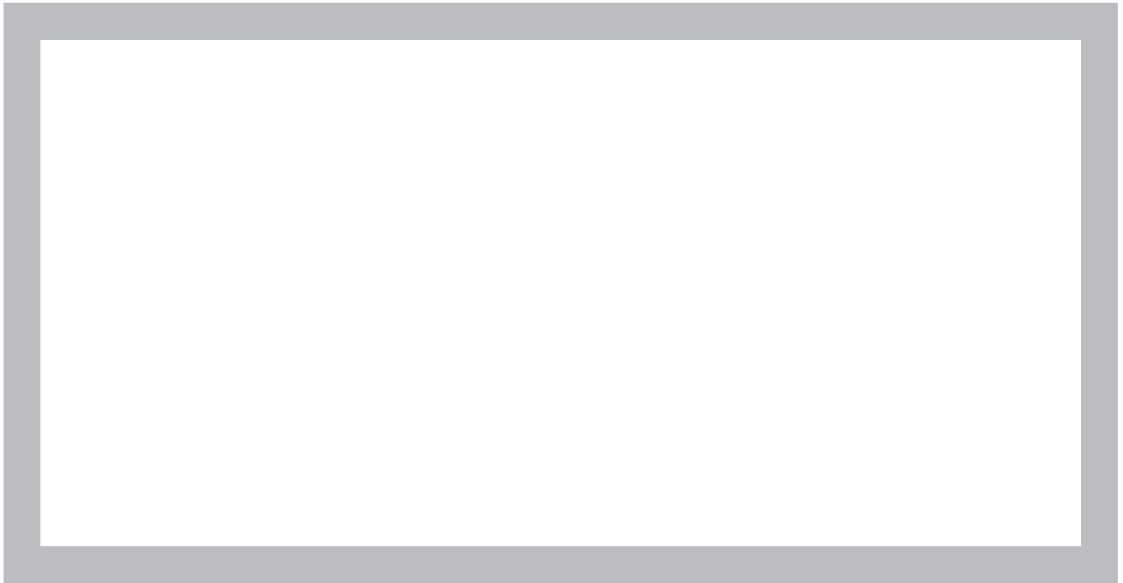
Graphic Organizers

Three Sorting Circles



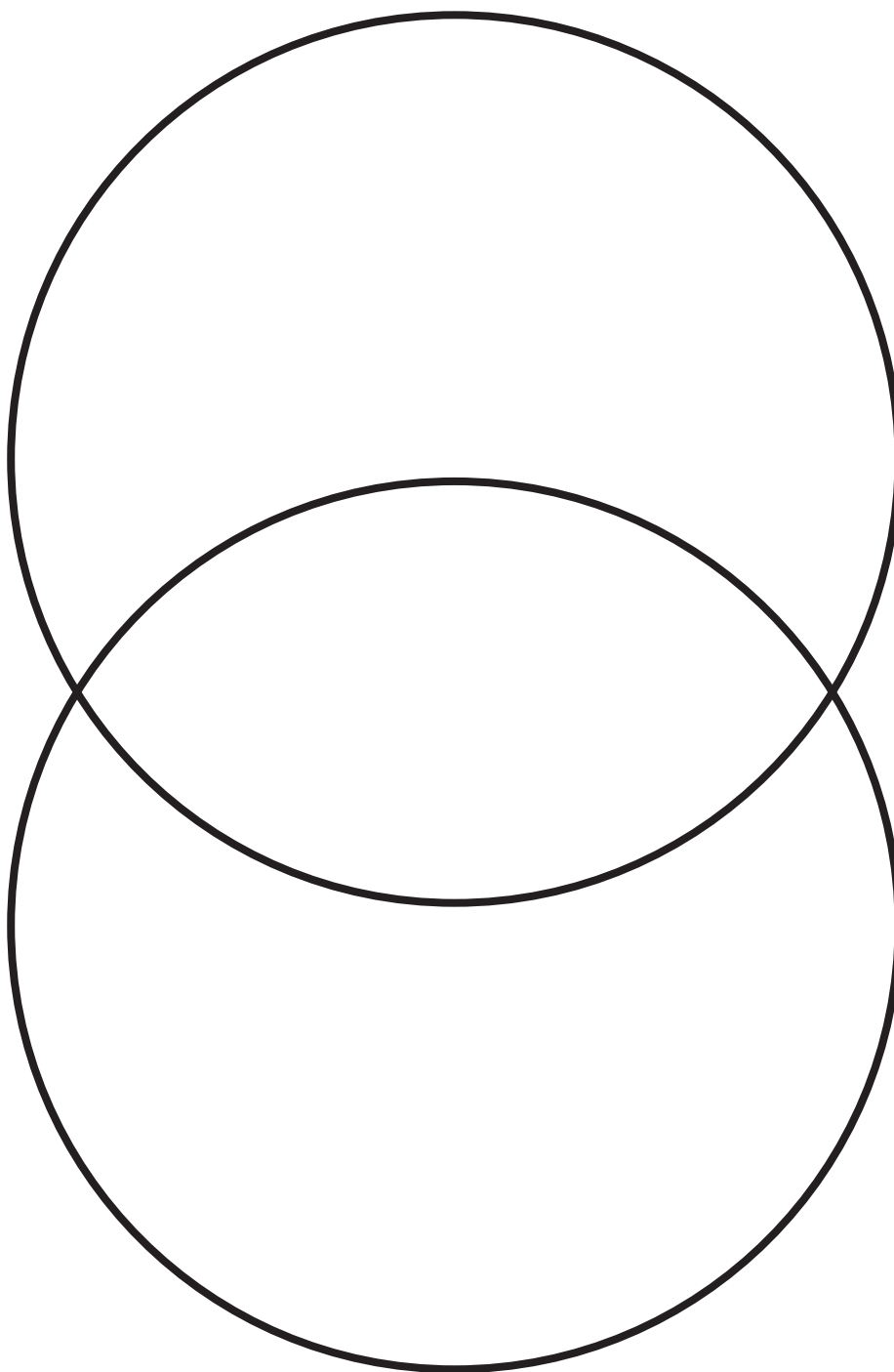
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Two Sorting Boxes

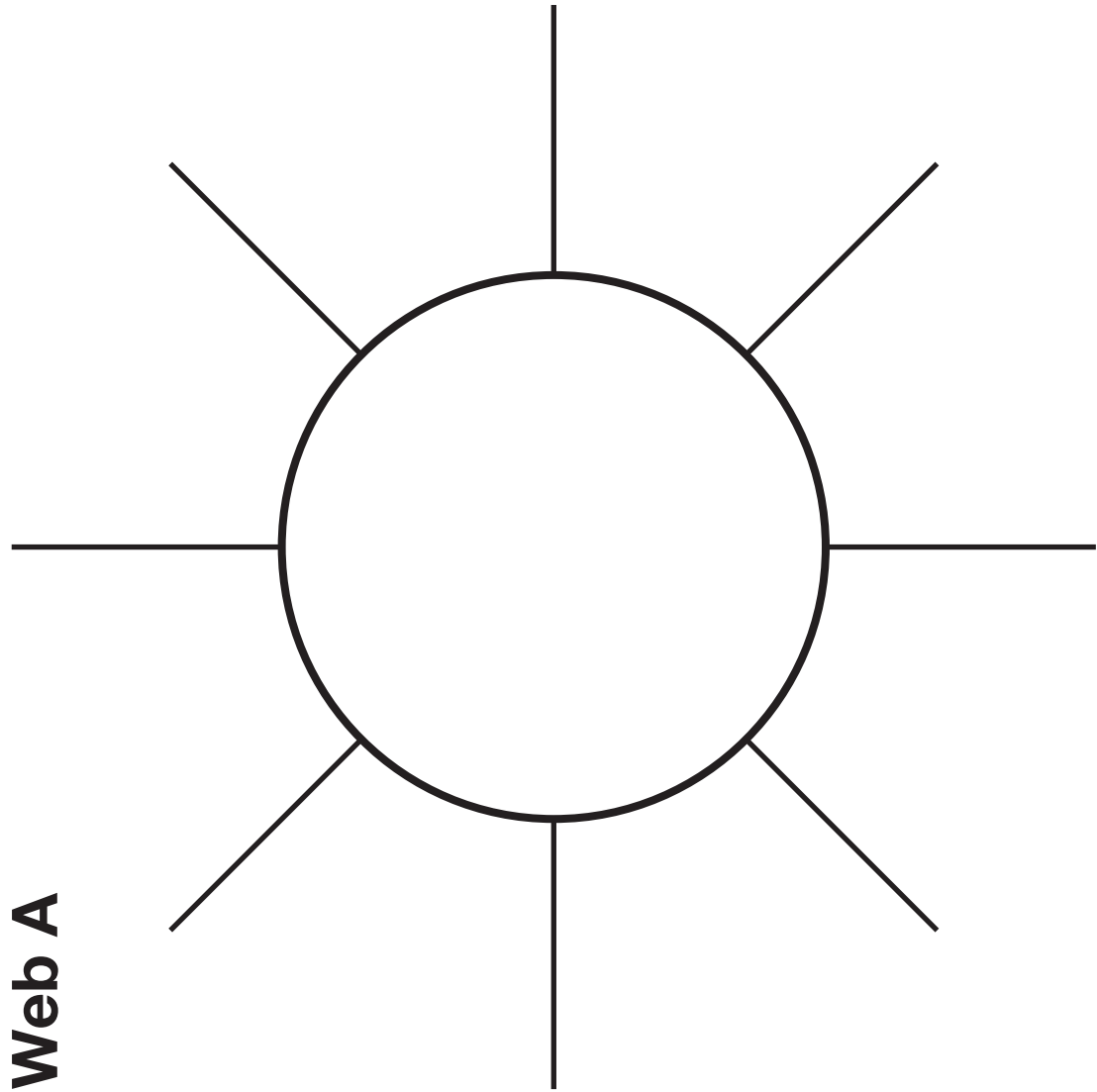


Graphic Organizers

Venn Diagram



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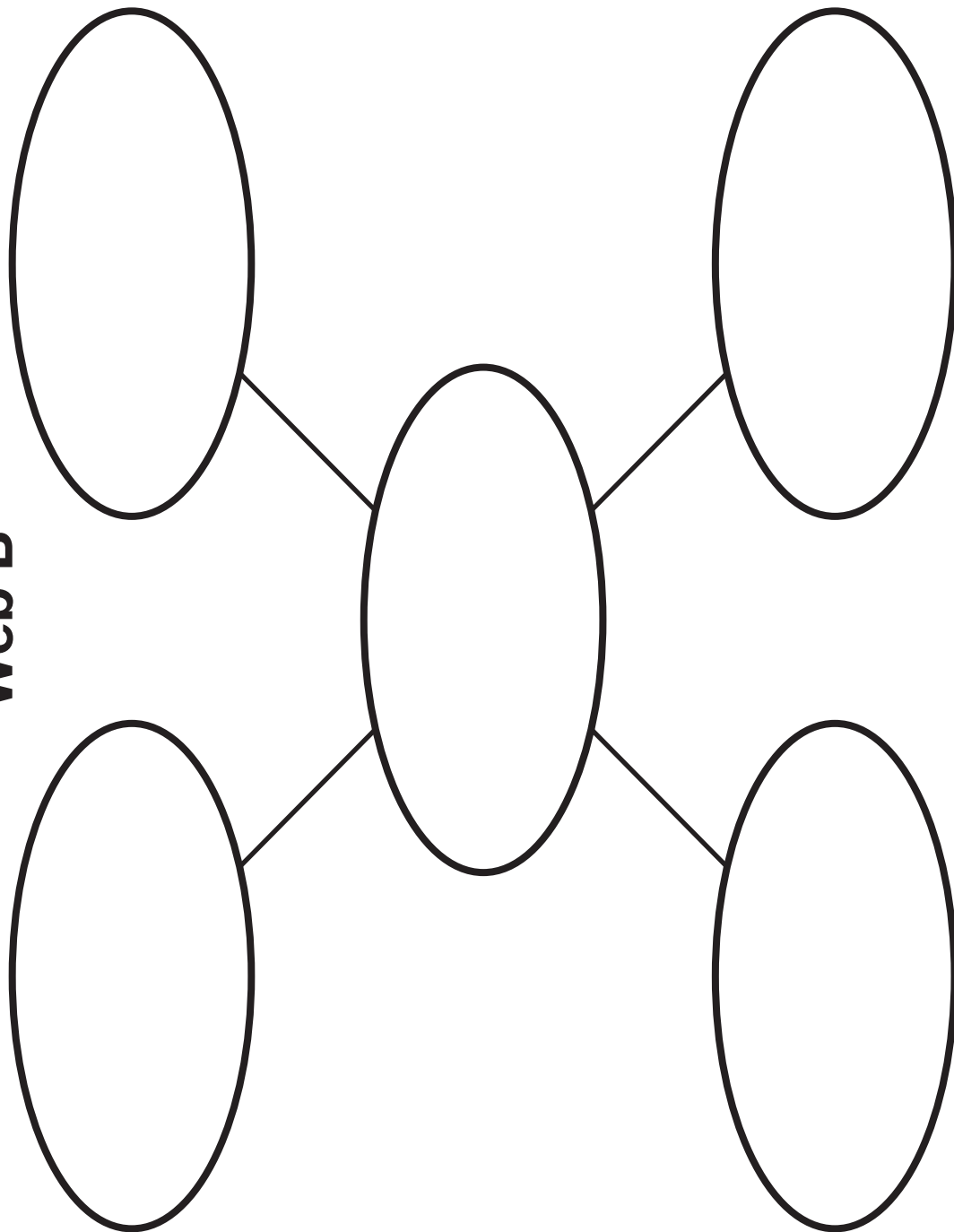


Web A

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Graphic Organizers

Web B

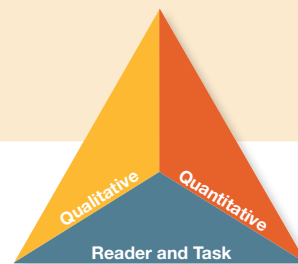


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Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Earth Dragon Awakes*.

QUANTITATIVE MEASURES

LEXILE	510L
AVERAGE SENTENCE LENGTH	9.13
WORD FREQUENCY	3.42
PAGE COUNT	118

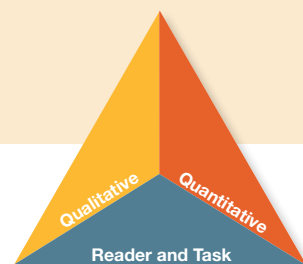
QUALITATIVE MEASURES

LEVELS OF MEANING	Challenging concept (reacting to a natural disaster)
STRUCTURE	Series of timed-and-dated chapters alternating between two families, with occasional factual chapters; historical notes, resources, and photos at end
LANGUAGE CONVENTIONALITY AND CLARITY	Challenging vocabulary throughout, including geographical locations and cultural references
THEME AND KNOWLEDGE DEMANDS	Each person reacts differently to a challenge.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how differences in families, homes, neighborhoods, and careers will affect one's actions in a natural disaster.	Have children create a list of each of their family members and how each person would react to an earthquake; have children share with a partner. As a class, have each pair discuss what is similar and what is different among their families.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Seek the Sun***.

QUANTITATIVE MEASURES

LEXILE	740L
AVERAGE SENTENCE LENGTH	15.24
WORD FREQUENCY	3.12
WORD COUNT	2509

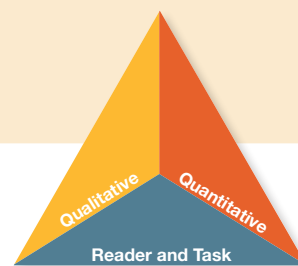
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (needing the sun as part of your daily life)
STRUCTURE	Series of scenes with dialogue, followed by brief explanatory notes
LANGUAGE CONVENTIONALITY AND CLARITY	Blend of simple, compound, and complex sentences; some Japanese vocabulary to be defined by reader
THEME AND KNOWLEDGE DEMANDS	Sunshine is a necessity for people to live a happy life.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to recall where sunshine falls outside and inside their homes.	Work with children, either as a classroom activity or as homework, to study sunshine and shadows at different times of day; record findings on a time log.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Planet Earth***.

QUANTITATIVE MEASURES

LEXILE	480L
AVERAGE SENTENCE LENGTH	11.89
WORD FREQUENCY	3.64
PAGE COUNT	18

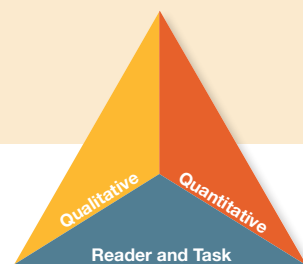
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (Earth's movements, its atmosphere, its life forms and structure)
STRUCTURE	Brief chapters with questions on flaps and answers on inside pages, followed by index
LANGUAGE CONVENTIONALITY AND CLARITY	Topic-specific vocabulary defined in text and reinforced by artwork
THEME AND KNOWLEDGE DEMANDS	The planet is a complex place with many different characteristics.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to offer descriptions of Earth and create a list of some characteristics of Earth based on their descriptions.	Brainstorm a list of scientific words that describes the Earth and sort them into general categories.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Danger! Earthquakes.***

QUANTITATIVE MEASURES

LEXILE	710L
AVERAGE SENTENCE LENGTH	9.92
WORD FREQUENCY	3.37
WORD COUNT	714

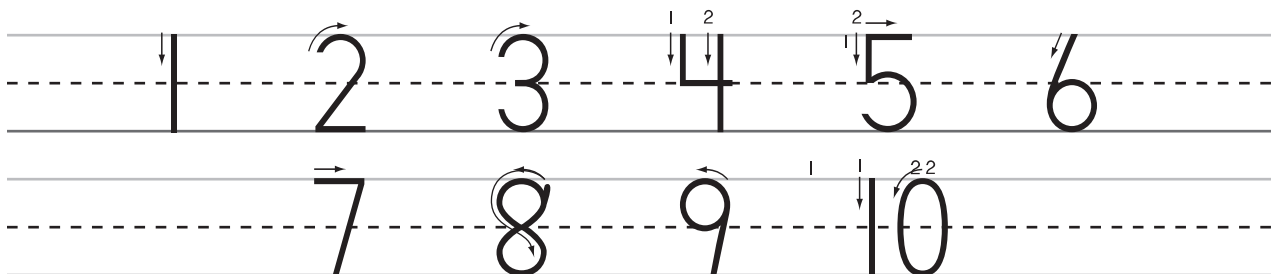
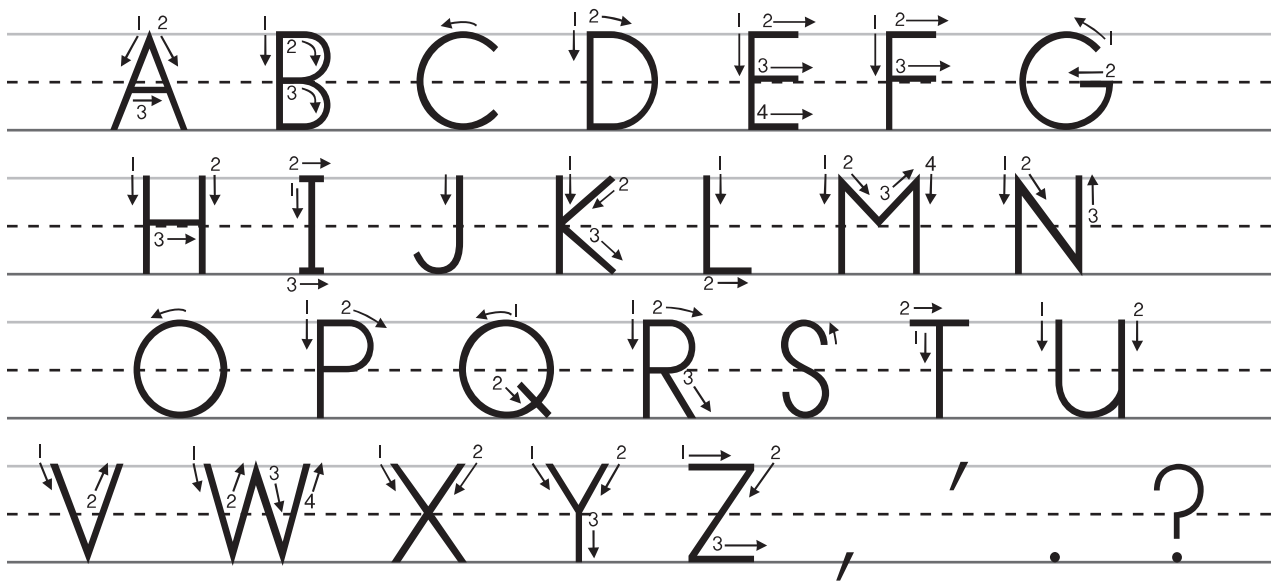
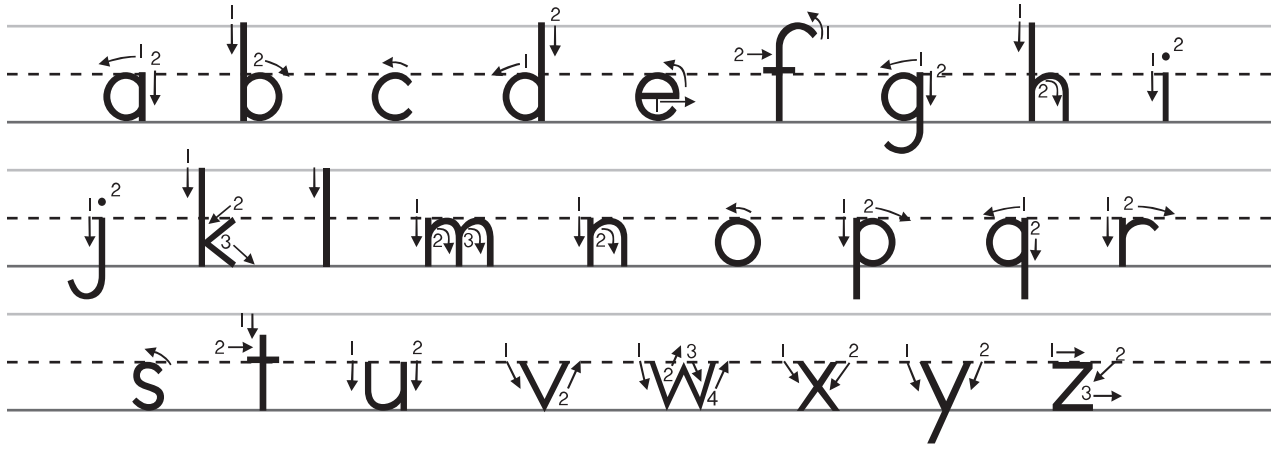
QUALITATIVE MEASURES

LEVELS OF MEANING	Somewhat complex concept (causes and effects of earthquakes)
STRUCTURE	Main ideas and details presented in brief chapters, then reinforced by photos and diagrams
LANGUAGE CONVENTIONALITY AND CLARITY	Some topic-specific vocabulary may require additional support.
THEME AND KNOWLEDGE DEMANDS	Understanding of geology and geography of earthquakes and the damage they cause

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Review what children may know and believe about earthquakes.	Have children create a personal safety plan, identifying what steps they would take if they happened to be in an earthquake.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled reader in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND THE TEXT TYPE AND PURPOSE Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together, and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic children suggest from previewing the book, build background around concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about communities, you may want to explore words such as *home*, *store*, or *school*.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* about key details
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

How does the text say it? (Craft and Structure)

- determine the meaning of words and phrases in a text
- identify and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, etc.) to locate key facts or information in a text efficiently
- identify the main purpose of a text, including what the author wants to answer, explain, or describe

What does the text mean? (Integration of Knowledge and Ideas)

- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- describe how reasons support specific points the author makes in a text
- compare and contrast the most important points presented by two texts on the same topic

Leveled Text: Informational

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will work to help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what a text is about, why an author is writing, and why the information is important. Is the author writing to inform or explain a topic or process? Does the author want to persuade readers to do something or think a certain way? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants them to understand.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about _____. I'll read on to see if _____ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask and a question and use the text to answer it
- identify a key detail they think supports the main idea
- use context or picture clues to figure out an unfamiliar word
- identify a text feature and how it helps readers understand the text
- identify a reason the author gave to support a point

Leveled Text: Informational

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled Reader enhances their understanding of the unit topic. Have children focus on the following questions:

- How are the ideas like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This book is like the other texts in this unit because _____.
- The ideas in this text are similar to/different from the ideas in _____ because _____.
- One new thing I learned about the topic from this book is _____.
- The most interesting part of this book is _____ because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Draw a picture of something you saw in this book and another book and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of literary text (It tells a story, or narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the leveled reader. Call students' attention to key words in the story. Flip through the pages together and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to use the strategy to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* about key details
- determine the central message, lesson, or moral
- describe characters' response to main events and challenges in the story

How does the text say it? (Craft and Structure)

- describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- describe the overall structure of a story, including the beginning (introduction) and the ending
- identify difference in the points of view of characters

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text (print or digital) to show understanding of character, setting, and plot
- compare and contrast two or more versions of the same story by different authors or from different cultures

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting
- ask and answer questions about the story
- retell plot events and key details in the story
- ask and answer questions about unfamiliar words
- identify relationships between illustrations and text
- compare and contrast characters and events

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This story is like the other texts in this unit because _____.
- The message in this story is similar to/different from the message in _____ because _____.
- One new thing I learned about [state unit theme] from this book is _____.
- My favorite part of the book is _____. I like it because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Draw a picture of something you liked in this book, and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

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